

BULLETIN

State Teachers College

Fredericksburg, Virginia



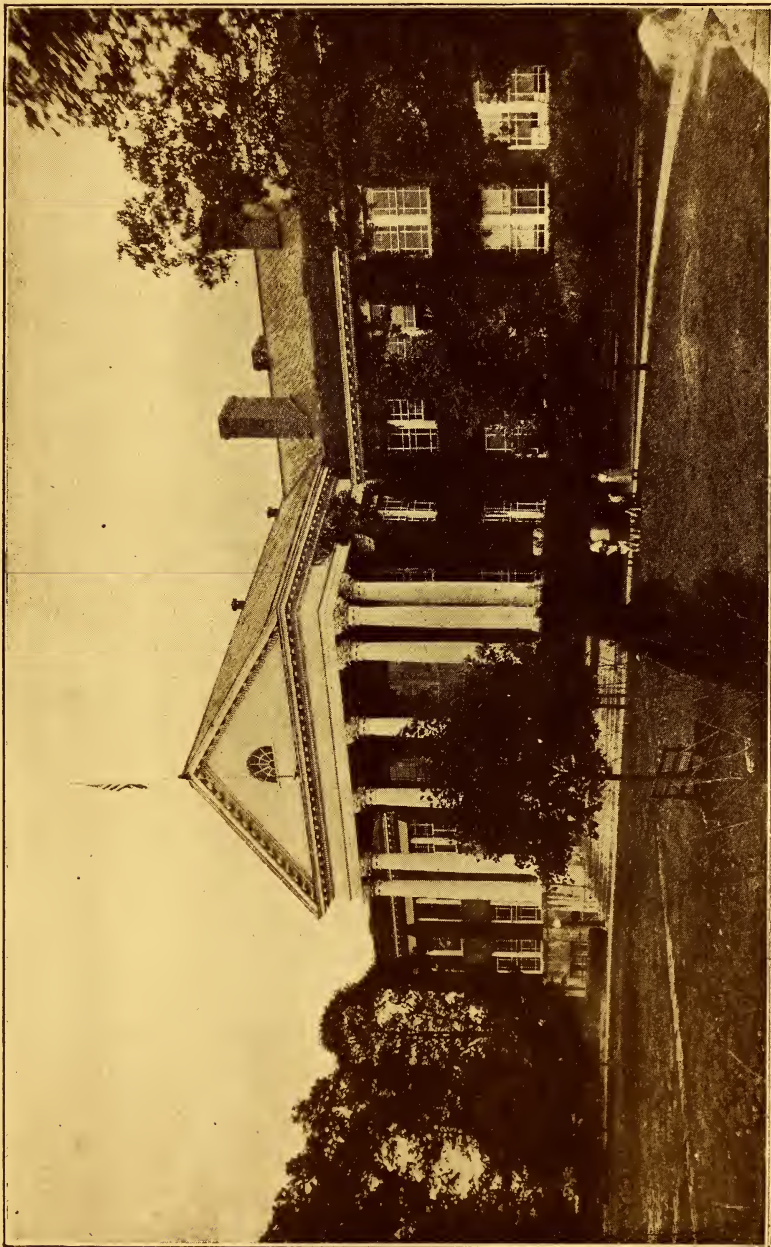
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Catalogue 1926-27

Announcements 1927-28

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MONROE HALL, STATE TEACHERS' COLLEGE, FREDERICKSBURG, VA.



NEW WING, VIRGINIA HALL DORMITORY, STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.

SIXTEENTH ANNUAL CATALOGUE

State Teachers College

Fredericksburg, Virginia



CATALOGUE FOR 1926-1927
ANNOUNCEMENTS FOR 1927-1928

Session Opens September 19, 1927
Session Closes June 4, 1928

PORTSMOUTH, VA.:
PRINTCRAFT PRESS, INC.
1927

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I Am Education

I BEAR the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.

From out the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air and sea; it is for him I leash the lightning, plumb the deep and shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I am irresistible power.

CALENDAR

1927

JANUARY							JULY						
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1928

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COLLEGE CALENDAR

1927-1928

Session Opens.....Monday, September 19

*Registration Days—New Students—

Monday and Tuesday, September 19-20

Registration Day—Old Students.....Wednesday, September 21

Class Work Begins.....Thursday, September 22

First Quarter Ends.....Noon, Thursday, December 22

Second Quarter Begins.....Wednesday A. M., January 4

Second Quarter Ends.....Friday, Noon, March 23

Third Quarter Begins.....Wednesday A. M., March 28

Third Quarter Ends.....Monday, June 4

Christmas Holiday—

Thursday, Noon, December 22—Wednesday A. M., January 4

Spring Holiday—

Friday, Noon, March 23—Wednesday A. M., March 28

Session Closes.....Monday, June 4

NOTE 1.—Students of whatever religious faith are expected to conform to the holiday schedule as outlined above.

*NOTE 2.—All First Year Students (Freshmen) are required to report at the College by noon, Monday, September 19. Only providential hindrance will be accepted as legitimate excuse for late registration.

NOTE 3.—All students assigned to teaching for the first quarter are required to report for work Monday morning, September 19, or earlier if requested.

NOTE 4.—All other students are expected to be on the campus ready for registration at nine o'clock Wednesday morning, September 21. Such students are requested not to arrive earlier than Tuesday evening, September 20.

NOTE 5.—The dormitories will be open for boarders and lunch will be served on Monday, September 19.

NOTE 6.—Students returning late after holidays or leaving before holiday begins will lose in class standing. Only sickness or some great emergency is considered a valid excuse for absence from class work. Such excuses will be passed upon by the Dean of Women. Such excuses will not be given except under very unusual circumstances. See elsewhere in catalog.

NOTE 7.—The Schedule of Classes for 1927-28 is posted at beginning of each quarter and will be adhered to strictly. Students are requested to note this schedule and plan their work accordingly.

BOARD OF VIRGINIA TEACHERS COLLEGES

W. C. LOCKER, *President*, 805 E. Marshall St., Richmond, Va.
ROBERT A. McINTYRE, Warrenton, Va.
GEO. N. CONRAD, Harrisonburg, Va.
J. S. BOURNE, Independence, Va.
NORMAN R. HAMILTON, Portsmouth, Va.
GEORGE W. LAYMAN, Newcastle, Va.
DR. H. M. DEJARNETTE, Fredericksburg, Va.
BEN W. MEARS, Eastville, Va.
MISS BELLE WEBB, Petersburg, Va., General Delivery.
MRS. FRANCES E. MILLER, Pearisburg, Va.
CECIL CONNOR, Leesburg, Va.
GOV. HARRY FLOOD BYRD, *Ex-officio*.
HARRIS HART, *Superintendent Public Instruction*, Richmond,
Virginia, *Ex-officio*.
ROBERT K. BROCK, *Secretary-Auditor*, Farmville, Va.

EXECUTIVE COMMITTEE

MESSRS. CONRAD, WEBB, CONNOR, LAYMAN

FINANCE COMMITTEE

MESSRS. LAYMAN, MEARS, HAMILTON

INSURANCE COMMITTEE

MESSRS. MILLER, CONRAD, BOURNE

COURSE OF STUDY COMMITTEE

MESSRS. LOCKER, HART, MISS WEBB, MISS MILLER

FACULTY

STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.

1926-1927

The order of names has no special significance.

A. B. CHANDLER, JR., B.A., M.A

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B.A. and M.A. University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of New Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; Vice-President State Teachers' Association, Third and First Districts; President Fredericksburg State Normal, May, 1919-24; President Fredericksburg State Teachers College, 1924—.

BUNYAN Y. TYNER, B. A., M. A.

DEAN OF INSTRUCTION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal, The Wingate High School, North Carolina; Graduate Student, Teachers College, Columbia University, Summer Sessions 1919 and 1926; Head of Department of Education and Director of Teacher Training, Fredericksburg State Normal School, 1912-1919; Dean, and Professor of Education, Fredericksburg State Normal School, 1919-1924; Dean of Instruction, and Professor of Education, State Teachers College, Fredericksburg, 1924—.

L. D. CROW, A. B., A. M.

HIGH SCHOOL SUPERVISOR AND EDUCATION

Graduate of Canton, Ohio, High School; Kent State Normal College, Kent, Ohio; Mount Union College, Alliance, Ohio; A. B., Ohio University, 1923; Columbia University, Summer 1922; M. A., New York University, 1924; Continued graduate study New York University, 1924-27; Principal High School, Hartsgrove, Ohio; Wilmot, Ohio; Holloway, Ohio; Instructor in Biology, Pelham, N. Y., 1924-26; Salesman, Thomson Phosphate Company, State of Illinois, Summers 1923-24-25-26; Professor of Secondary Education and Supervisor of Campus High School, 1926—.

FLORENCE V. CORSON, A.B., A.M.

ELEMENTARY SUPERVISION AND EDUCATION

Graduate of Williamsport, Pa., High School; A. B., New York State College for Teachers, Albany, N. Y.; A. M., Teachers College, Columbia University; Instructor in Latin, High School, Condevsport, Pa.; Director of Normal Department, Broadus College, Philippi, W. Va.; County Normal Director of Sciots County, Ohio; Instructor in Education (Summer session), Bethany College, Bethany, W. Va.; Director of Normal Department, Alderson Baptist Junior College, Alderson, W. Va.; Supervisor of Elementary Practice and Instructor in Education, Fredericksburg State Teachers College, 1925—.

EILEEN LOIS KRAMER, Ph.B., M.A.

EDUCATION

Graduate of Keystone State Normal School, Kutztown, Pa.; Ph.B., Muhlenberg College, Allentown, Pennsylvania; M. A., New York University, N. Y.; Graduate study at Lehigh University, University of Pennsylvania; University of California, and New York University; Taught in Public Schools of Northampton, Pennsylvania; Dean of Cedar Crest Model School; Head of Department of Education, Cedar Crest College, Allentown, Pa.; Professor of Education, Fredericksburg State Teachers College, 1926—.

LULU C. DANIEL, Ph.B., M.A.

ENGLISH

Graduate, State Normal School, Ada, Okla., 1915; Ph. B., University of Chicago, 1919; M. A., University of Chicago, 1922; Head of English Department and Principal of High School, Marietta, Okla., 1915-18; Instructor in English, State Teachers College, Peru, Nebraska, 1919-1921; Instructor in English, Iowa State College, Ames, 1922-23; Instructor in English, State Normal School, Mt. Pleasant, Mich., 1923-24; Head of English Department, State Teachers College, Fredericksburg, Va., 1924—.

MARGARET D. MOORE, B.S., M.A.

ENGLISH

Graduate, High School, Hornell, N. Y., and State Normal School, Geneseo, N. Y.; B. S., Teachers College, Columbia University; M. A., George Washington University; Special Student, Cornell and Rochester Universities; Graduate Student, American University; Teacher, State Normal Schools, Indiana, Pennsylvania and New Paltz, N. Y., 1906-1916; City Training School, Rochester, N. Y., 1917-18; Grove City College, Pennsylvania, summers 1915-1918; Assistant Educationist, Department of Labor, Washington, D. C., 1918-1925; Lecturer in Religious Education for Board of Education, Methodist Episcopal Church, 1920-1925; author of several bulletins of the Bureau of Naturalization, including Citizenship Training of Adult Aliens in the United States, with foreword by James J. Davis, Secretary of Labor; co-editor with Henry B. Hazard, D. C. L., of the Constitution at a Glance; special contributor to Sunday School Journal, and World Neighbors; Professor of English, Fredericksburg State Teachers College, Fredericksburg, Virginia, 1925—.

JEAN ROSBOROUGH, Ph.B., B.E.

ENGLISH AND FRENCH

Educated, Eureka College, Eureka, Illinois; Ph. B., University of Chicago; Chicago School of Expression and Dramatic Art; Bachelor of Expression, Dearborn School of Lyceum Arts, Chicago; Speech Arts, Mrs. Ella Wilson Smith, Chicago; Special Instructor Starrett School for Girls, Chicago; Professor of English and French, State Teachers College, Fredericksburg, 1925—.

MARY E. McKENZIE, A.B.

ENGLISH

Graduate Eastern High School, Washington, D. C.; A. B., Oberlin College, Oberlin, Ohio; George Washington University, Summer Session, 1923; Columbia University, Summer Session, 1925; Head of English Department, Fredericksburg High School, 1924-25; English Department Fredericksburg State Teachers College, 1925; Graduate Student, Teachers College, Columbia University, Summer, 1927.

OSCAR HADDON DARTER, A.B., A.M.

SOCIAL SCIENCES

Educated, Carson-Newman College, Jefferson City, Tenn.; Diploma, State Normal School, Ada, Okla., 1916; University of Oklahoma, 1917; A. B., State Teachers College, Ada, Okla., 1922; A. M., Teachers College, Columbia University, 1926; Superintendent of Mannsville High School, Mannsville, Okla., 1917-18; Instructor in A. E. F., France, 1918-19; Superintendent of Russett Consolidated High School, Russett, Okla., 1919-21; County Superintendent, Johnson County, Okla., 1921-23; Superintendent of Tupelo High School, Tupelo, Okla., 1923-25; Instructor in State Teachers College, Ada, Okla., Summers 1922-23-24-25; Head of History and Social Science Department, State Teachers College, Fredericksburg, Va., 1926—.

MARTHA ROBINS, B.E., A.M.

SOCIAL SCIENCE AND EDUCATION

Preparatory Education, Valparaiso University, Valparaiso, Ind.; Teacher in Public Schools of Illinois; Normal Diploma and B. E., Illinois State Normal University, Normal, Illinois; Teacher of History and Civics in the Schools of Urbana, Ill.; Charge of the Americanization work, Urbana, Illinois; A. M., University of Illinois; Professor of Elementary Education, State Teachers College, Fredericksburg, Virginia, 1926—.

ROY SELDEN COOK, B.S., M.S., Ph.D.

SCIENCE

Preparatory Education at Miller School, Miller School, Va.; B. S., M. S., Ph.D., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Teachers College, 1916-18; with A. E. F., 1918-19; Fredericksburg State Teachers College, 1919-21; Instructor in Chemistry, Miller School, Miller School, Va., 1921-22; Graduate Student in Chemistry, University of Virginia, 1922-25; Ph.D., University of Virginia, June, 1926; Fredericksburg State Teachers College, 1925—.

GERTRUDE KARR, A.B., A.M.

NATURE STUDY AND BIOLOGY

Graduate, Normal School, Carbondale, Illinois; A. B., University of Illinois; A. M., University of Illinois; Teacher Rural Schools, Wayne County, Illinois; Teacher Elementary Grades, Decatur, Illinois; Graduate assistant, University of Illinois; Professor Nature Study and Biology, State Teachers College, Fredericksburg, Va., 1926—.

W. N. HAMLET, C.E.

MATHEMATICS

Educated in Public Schools of Lynchburg; C.E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg Normal School, 1911-24; Fredericksburg State Teachers College, 1924—.

MRS. B. Y. TYNER, B.A.

LANGUAGES

Preparatory Education, The Wingate High School, North Carolina; B. A., Meredith College; Teacher History and Languages, Union Institute, North Carolina; Instructor in Wingate High School; Languages, Fredericksburg State Normal School, 1920-24; Graduate Student, Teachers College, Columbia University, Summer 1926; Professor of Languages, State Teachers College; Fredericksburg, 1924—.

DOROTHY DUGGAN, B.S., M.A.

FINE AND INDUSTRIAL ARTS

B. S., University of Tennessee, 1923; Instructor in County High School, Fayetteville, Tennessee, 1923-24; Departmental Teacher of Art, Winston-Salem, N. C., 1924-25; Assistant in Fine Arts, Peabody College, Summer 1925; Graduate Student and Teacher of Art in Demonstration School, Peabody College, 1925-26; M. A., Peabody College, 1926; Instructor in Art, Summer School, East Tennessee State Teachers College, 1926; Director of Art, Fredericksburg State Teachers College, 1926—.

MAUDE M. JESSUP

FINE AND INDUSTRIAL ARTS

Graduate Charlottesville High School and Normal Training School; Professional Art Certificates, University of Virginia; advanced student, in Normal Art, Pennsylvania Industrial Art School, 1913-14; student George Washington University, 1919-21; Teacher Public Schools of Virginia, 1912-17; Supervising Teacher of Art, Primary Schools of Washington, D. C., 1919-21; Instructor in Art, University of Virginia Summer School, 1917 and 1925; Instructor in Fine and Industrial Arts, Fredericksburg Teachers College, 1921.

EVA TAYLOR EPPES

PUBLIC SCHOOL MUSIC AND VOICE

Graduate in Piano, Harmony, English and History, Southern College, Petersburg, Va.; Graduate Cornell University Music Department; Voice, Jean Trigg, Richmond, Va.; Voice, Helen Allen Hunt, Boston, Mass.; Teacher of Piano, Waverly High School, Waverly, Va.; Supervisor of Music, Petersburg, Va.; Choir Work; Assistant Supervisor of Music, Richmond, Va.; Director of Music, Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

SALLY H. NORRIS, B.S.

PUBLIC SCHOOL MUSIC AND VOICE

Graduate, Fredericksburg High School; Student, Fredericksburg College; Graduate, Fredericksburg State Teachers College; Teacher for five years in Public Schools of Virginia; Special Student for two years, Fredericksburg State Teachers College, specializing in Public School Music; B. S. Degree in Education, majoring in Public School Music, State Teachers College, Fredericksburg, June, 1924; Voice, Jean Trigg, Richmond, Va.; Choir work, Fredericksburg, Va., 3 years; Assistant Music, State Teachers College, Fredericksburg, Va., 1924—.

NORA C. WILLIS

INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Summer Work, West Chester, Pa., 1922; Fredericksburg State Normal School, 1911-24; Summer Work, Beechwood School, Jenkintown, Pa., 1924; Voice, Jean Trigg, Richmond, Va.; Fredericksburg State Teachers College, 1924—.

ALICE CURRY, A.B., B.S.S., M.A.

COMMERCIAL EDUCATION

A. B. and Normal Diploma, Mississippi State College for Women; B. S. S., Bowling Green Business University, Bowling Green, Kentucky; M. A., George Washington University; Graduate Student at University of California and Columbia University, Summer Sessions; Head of Commercial Department, Laurel High School, Laurel, Mississippi; Director of Secretarial Department, School of Business in Mississippi Agricultural and Mechanical College; Head of Department of Commercial Education, Fredericksburg State Teachers College, 1924—.

MAY V. POWELL

COMMERCIAL EDUCATION

Graduate, Wicomico High School, Salisbury, Md.; Eastern Shore Business College, Salisbury, Md.; Summer Session, University of Virginia; Summer Session, Rochester Business Institute, Rochester, N. Y.; Graduate Indiana Normal School, Indiana, Pa.; Student in Teachers College, Temple University; Summer Session, University of Pennsylvania; Head of Commercial Department, Front Royal High School and Front Royal College, Front Royal, Va.; Head of Shorthand and Typewriting Departments, Beacon Business College, Salisbury, Md.; Reconstruction Aide in Occupational Therapy, U. S. Army; Head of Commercial Department, Wicomico High School, Salisbury, Md.; Head of Commercial Department, Franklin High School, Franklin, Pa.; Assistant, Department of Commercial Education, State Teachers College, Fredericksburg, 1925—.

HELEN A. MULLER, B.S.

COMMERCIAL EDUCATION

Graduate West Philadelphia Girls High School, Philadelphia, Pa.; Student, University of Pennsylvania, 1921; three years of actual business experience in accounting and secretarial work; B. S. in Education, Teachers College, Temple University, Philadelphia, Pa.; Instructor, State Teachers College, Fredericksburg, Va., 1926—.

MOLLY COATES, B.S.

ASSISTANT REGISTRAR AND SECRETARY TO THE DEAN

Graduate of Fredericksburg State Teachers College with B. S. Degree in Commercial Education, 1924; Assistant Registrar and Assistant in Commercial Department, Fredericksburg State Teachers College, 1924-25; Assistant Registrar, Fredericksburg State Teachers College, 1926—.

MARION R. BARTLETT, B.S., M.A.

PHYSICAL EDUCATION

Graduate, Sargent School of Physical Education, Cambridge, Mass., 1920; Swimming Instructor, Y. W. C. A., Niagara Falls, N. Y., summer 1920; Physical Education Instructor and Supervisor, Passaic High School, Passaic, N. J., 1920-22; Playground Instructor on New York City Playground, Summer 1921; Student at Columbia University, New York City, 1920-22 and summer school 1921; Physical Director, Logan High School, Logan, Utah, 1922-23; Student at State College, Logan, Utah, 1922-23; Medical Physiotherapist at Hospital for Ruptured and Crippled, 1923-25; Student at Columbia University, 1923-25 and Summer School, 1924, with B. S. and M. A. Degrees; Counsellor of Interpretive Dancing, Camp Tapawingo, Harrison, Maine, summer, 1925; Travel in Europe, Summer 1926; Physical Director, State Teachers College, Fredericksburg, Va., 1925—.

ELLEN C. DONOHUE, A.B.

PHYSICAL EDUCATION

A. B., New York State College for Teachers, Albany, N. Y.; Graduate Sargent School for Physical Education, Cambridge, Mass.; Instructor in club swinging and dancing, Sargent School, 1921-22; Athletic Instructor, Sargent Camp, Peterboro, N. H., 1922; Dancing and Swimming Instructor, Playgrounds Rochester, N. Y., 1922-23; Supervisor of Physical Training, Public Schools, Buffalo, N. Y., 1922-25; Fredericksburg State Teachers College Summer School, 1925; Fredericksburg State Teachers College, 1925—.

MARY PHOEBE ENDERS

PHYSICAL EDUCATION

Secondary education, Allegany County High School, Cumberland, Maryland; Graduate, Sargent School for Physical Education, Cambridge, Mass., 1926; Assistant in Physical Education, State Teachers College, Fredericksburg, Virginia, 1926—.

DOROTHY E. WRIGHT, B.S.

HOME ECONOMICS

Diploma from the East Orange High School, East Orange, N. J.; B. S., Teachers College, Columbia University; Student assistant in Clothing, Teachers College, Columbia University; Special trade course, Pratt Institute, Brooklyn, N. Y.; Professor Home Economics, State Teachers College, Fredericksburg, Va., 1926—.

MRS. CHARLES LAKE BUSHNELL, B.A.

DEAN OF WOMEN AND BIBLE

Graduate, University of Tennessee, B. A.; Professor of Latin, Reidsville, N. C., High School; Professor of English, Winthrop College; Principal, Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Normal School, 1921-24; Fredericksburg State Teachers College, 1924; Graduate Student, Teachers College, Columbia University, summer 1925.

MRS. DALIA L. RUFF

DIETITIAN AND ASSISTANT DEAN OF WOMEN

Educated in Public Schools of Virginia; State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-11; Teacher in High Schools of North Carolina, 1911-18; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919-24; Fredericksburg State Teachers College, 1924—.

HILDA E. HAYNIE, R.N.

NURSE AND HYGIENE

Graduate Reidville High School; educated Farmville State Normal School; Blackstone College; Atelier of Huston and Clark; Special Art Course, summer session, University of Virginia, 1920; Graduate Grace Hospital School of Nursing, Richmond, Va., 1924; one year private nursing; Trained Nurse, State Teachers College, Fredericksburg, Va., 1925—.

FRANCES THOMPSON

LIBRARIAN

Educated in Private and Public Schools and High School of Fredericksburg; Fredericksburg College; Library of State Teachers College, 1925; University of Virginia Summer School, 1925; Librarian State Teachers College, Fredericksburg, 1925—.

SUPERVISING TEACHERS

KATE G. TRENT, B.S.

SUPERVISOR GRADES ONE AND TWO, CAMPUS TRAINING SCHOOL

Graduate of High School Department, Farmville State Teachers College; B. S., Farmville State Teachers College, 1926; Assistant First Grade Supervisor, Farmville State Teachers College, 1924-26; Elementary Teacher in Richmond Public Schools, 1922-24; Farmville State Teachers College, Training School, Summer 1926; Supervisor First and Second Grades, Campus Training School, State Teachers College, Fredericksburg, 1926—.

BERYL BARBER WILLIS

SUPERVISOR GRADES THREE AND FOUR, CAMPUS TRAINING SCHOOL

Graduate and Post Graduate of Richmond Training School for Kindergarteners; Graduate of Fredericksburg State Teachers College; Teacher Elementary Public Schools of Fredericksburg seven years; Teacher in Richmond Kindergarten one year; Pittsburg, Pa., Kindergarten, one year; Supervisor Third and Fourth Grades, Campus Training School, State Teachers College, Fredericksburg, 1924—.

LOUISE W. ELLIOTT, B.S.

SUPERVISOR GRADES SIX AND SEVEN, CAMPUS TRAINING SCHOOL

Graduate, Maury High School, Norfolk, Va.; Graduate Harrisonburg State Normal School, 1923; Teacher for one year in Norfolk Elementary Schools; B. S., Harrisonburg State Teachers College, 1926; Acting Librarian, Summer Session, Harrisonburg State Teachers College, 1926; Supervisor Sixth and Seventh Grades, Campus Training School, 1926—.

M. JOSEPHINE JERRELL WHITE

ELEMENTARY SUPERVISOR, LEE HILL TRAINING SCHOOL

Graduate, State Normal School, Fredericksburg, Virginia, 1915; Teacher in Public Schools of Virginia, 1915-16; University of Pennsylvania, Summer School; Summer School, Fredericksburg, 1919; Teachers' College Summer School, 1921; Supervisor Hopewell Primary and Grammar School, 1917-22; Supervisor Seventh Grade and Principal Elementary School, 1922-24; Supervisor Elementary School, Falmouth, 1924; Professor Elementary Education, Fredericksburg State Teachers College, two quarters, 1925-26; El. Supervisor Lee Hill Training School, 1926—.

MRS. HELEN W. CARMICHAEL

SUPERVISOR, FIFTH AND SIXTH GRADES, FALMOUTH TRAINING SCHOOL

Graduate, Bristol High School; Graduate, Farmville State Normal; Teacher in Elementary Schools, Bristol, Va.; Supervising Teacher, Grade Four, Fredericksburg Normal Training School, 1911-1919; Demonstration Teacher of Grades Four and Five, Fredericksburg Summer School, 1918; Student of Teachers' College Summer Sessions, 1912-1916-1923; Supervising Teacher Fredericksburg State Teachers College Training School, Grade Four, 1923-24; Supervisor Fifth and Sixth Grades, Campus Training School, 1924—.

ELINOR L. HAYES

SUPERVISOR PRIMARY GRADES, FALMOUTH TRAINING SCHOOL

Graduate, High School, Northumberland, Penn.; Graduate, State Teachers College, Fredericksburg, Va.; Principal, Rappahannock Graded School, Westmoreland Co., Va.; Teacher Third Grade, George Wythe and Armstrong Schools, Elizabeth City Co., Va., 1919-1923; Student Summer School, University of Virginia, 1920-1922; Extension Courses, William and Mary College, 1920-1923; Special Course in Primary Supervision, Teachers College, Columbia University, 1924; Supervisor Primary Grades, Lee Hill School, 1924-25; Supervisor Primary Grades, Falmouth Training School, 1926—.

CARROL ROBERTSON, B.S.

PRINCIPAL AND SUPERVISOR ENGLISH AND HISTORY, CAMPUS H. S.

Graduate John Marshall High School, Chicago, Illinois; Extension student, University of Chicago; Extension student, George Peabody College for Teachers, Nashville, Tennessee; Teacher of History, Union High School, Union, South Carolina; B. S., George Peabody College for Teachers, 1926; Principal and Supervisor of History, Campus High School, State Teachers College, Fredericksburg, Virginia, 1926—.

HELEN MILLS, B.S.

SUPERVISOR, MATH. AND SCIENCE, CAMPUS H. S.

Preparatory Education in Private School, Marye, Virginia; High School, Fredericksburg, Virginia, and State Normal School, Fredericksburg, Virginia; Graduate, State Normal School, Fredericksburg, 1921; Teacher Mathematics and Science and Assistant Principal, High School, Marye, Virginia, 1921-24; Student, University of Virginia, Summer School, 1922-23-24; B. S., State Teachers College, Fredericksburg, Virginia, 1925; Principal, High School, Marye, Virginia, 1925-26; Graduate Student, Teachers College, Columbia University, Summer 1926; Supervisor Mathematics and Science, High School Training School, State Teachers College, Fredericksburg, Virginia, 1926—.

CLARA MAE JESSUP, A.B.

SUPERVISOR LANGUAGES, CAMPUS H. S.

Preparatory Education, Buckham High School, Va.; A. B., Meredith College, Raleigh, N. C.; Teachers College, Columbia University, Summer, 1925; Teacher Latin, Mathematics, Arapahoe High School, N. C.; Supervisor High School Training School, State Teachers College, Fredericksburg, Va., 1925—.

OFFICERS STUDENT ACTIVITIES

Y. W. C. A.

EMMA COOK.....	<i>President</i>
MILDRED STEWART.....	<i>Vice-President</i>
SYBIL TREMAINE.....	<i>Secretary</i>
SALLIE B. WALKER.....	<i>Treasurer</i>
RACHEL WINGFIELD.....	<i>Under-Graduate Representative</i>

THE BULLET

LILLIAN GRAFF.....	<i>Editor-in-Chief</i>
RACHEL WINGFIELD.....	<i>Assistant Editor</i>
MARY CHILES.....	<i>Business Manager</i>
MILDRED STEWART.....	<i>Assistant Business Manager</i>
ELIZABETH DURKIN.....	<i>Literary Editor</i>

STUDENT GOVERNMENT

KATHRINE MICKS.....	<i>President</i>
RUCEILE ROADCAP.....	<i>Vice-President</i>
BERNICE WOOD.....	<i>Treasurer</i>
DOROTHY CHILDRESS.....	<i>Secretary</i>

ATHLETIC CLUB

LENA JOHNSON.....	<i>President</i>
BERNICE WOOD.....	<i>Vice-President</i>
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THE BATTLEFIELD

VIRGINIA MUSSELMAN.....	<i>Editor-in-Chief</i>
ELLEN FOX.....	<i>Business Manager</i>
DERONDA JONES.....	<i>Assistant Business Manager</i>
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RUTH PORTER.....	<i>Joke Editor</i>
MARY BYRD BUXTON.....	<i>Assistant Joke Editor</i>
MARY ALICE SPILLMAN.....	<i>Organization Manager</i>

BUSINESS AND HOME DEPARTMENTS

A. B. CHANDLER, JR.	President
BUNYAN Y. TYNER	Dean of Instruction
MISS NANNIE G. MCCLEARY	Secretary to the President
MISS MOLLY COATES	Secretary to the Dean
MRS. CHARLES L. BUSHNELL	Dean of Women
MRS. JOHN RUFF	Dietitian and Assistant Dean of Women
DR. C. MASON SMITH	College Physician
MRS. JOHN C. FERNEYHOUGH	Treasurer and Bookkeeper
MISS ANNIE G. CLARKE	Supt. Laundry and Postmistress
MISS HILDA HAYNIE	College Nurse

FACULTY COMMITTEES

Session 1926-27

Joint Council: BUSHNELL, TYNER, CHANDLER, DONOHUE.

Course of Study: TYNER, HAMLET, DARTER, DANIEL, CHANDLER.

Library: TYNER, THOMPSON, CROWE, CORSON.

Alumnae Service: TYNER, COATES, MILLS.

Public Functions: BUSHNELL, WRIGHT, MULLER, ENDERS.

Grounds: KARR.

Y. W. C. A.: MOORE.

Battlefield: DUGGAN, M. JESSUP, DANIEL.

Bullet: MCKENZIE.

Glee Club: EPPES.

Athletic Club: BARTLETT.

Dramatics: ROSBOROUGH.

Commencement: DONOHUE, WRIGHT, MULLER, ENDERS, EPPES, WILLIS,
BARTLETT.

CLASS ADVISERS:

Freshman—MISS M. JESSUP.

Sophomore—MISS ENDERS.

Junior—MISS KRAMER.

Senior—MR. HAMLET.

State Teachers College

Fredericksburg, Virginia

HISTORY



HIS institution was originally established by the General Assembly of Virginia by Act March 14th, 1908, and opened its doors for students in September, 1911, as a Normal School. It has grown and expanded to such an extent that the Legislature in 1924 changed its name to State Teachers College in order that its name may conform to the character of work done, that its students may enjoy the prestige due to the college name, and that the public school system of the State may reap the benefit of the services of teachers who are graduates of a Standard Teachers College.

The Legislature has made during each succeeding biennium since its opening additional appropriations for maintaining the work of the institution and has provided funds for buildings now valued at nearly one-half million dollars. These buildings consist of two large dormitories, administration buildings, four faculty homes, central heating plant, steel water tank. In addition, walk-ways and drive-ways have been built through the grounds, an open-air theatre has been constructed in the beautiful grove and several members of the faculty have constructed residences adjoining the grounds.

LOCATION

1. The College Grounds

The college property, which consists of more than sixty acres, is situated on the ridge known as Marye's Heights and gives a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. A beautiful grove containing many varieties of our most attractive native trees offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provided an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue,

one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school.

The grounds are connected to this street by an asphalt driveway, the sidewalk being shaded by a series of beautiful trees.

2. Fredericksburg

(a) THE CITY. Fredericksburg, "The most historic city in America," is situated on the fall line at the head of navigation of the Rappahannock River and has a population of about 7,000.

It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, and is the terminus of the Virginia Central road between Fredericksburg and Orange. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International Highway, which has been completed at a cost of many millions of dollars, passes through this city. Fredericksburg is connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Thousands of tourists now visit the city every year since the opening of this concrete highway.

It is progressive, and has enjoyed for some years the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic.

Here are to be found the home of Washington and his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the women of America during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the College property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

(b) PUBLIC IMPROVEMENTS AND WATER SYSTEM

During the past year more money has been spent or allocated to be spent in or around Fredericksburg as a center than has ever been spent for public improvements in a city of like size during a similar period at any time in the history of the State. This schedule may be briefly itemized as follows:

R., F. & P. R. R. for depressing grade crossings, enlarging station and constructing railroad bridge.....	\$ 1,500,000
Completion Richmond-Washington Highway.....	1,400,000
State Teachers College, constructing dormitory unit and installing new heating system in Monroe Hall.....	80,000
Construction telephone relay station.....	40,000
Construction bank building.....	90,000
Rehabilitation City Water Works, filtration plant, enlargement of water mains and of reservoir.....	100,000
Construction new Mary Washington Hospital.....	100,000
Virginia Electric & Power Co., constructing new high tension power line Richmond to Fredericksburg.....	750,000
Total.....	\$ 4,060,000

Through a \$100,000 bond issue the City of Fredericksburg is now constructing a new water system, including concreting the reservoir, a filtration plant, new and enlarged water mains, thus guaranteeing a bountiful supply of clear and chemically pure water at all times. The water for the College is secured through special pipe lines connected with the City reservoir. These improvements will, therefore, be enjoyed by the College.

(c) FREDERICKSBURG BATTLEFIELD PARK

The Congress of the United States, during the last session, passed a bill, carrying an initial appropriation of \$50,000 for the establishment of a battlefield park in the Fredericksburg area and suitably marking its battlefields—Chancellorsville, Wilderness, Spotsylvania Court House, Salem Church and Fredericksburg. Students of the College will have opportunity to visit these nearby battlefields, all of which are very accessible over excellent State highways. The College itself is located on Marye's Heights, the scene of the battle of Fredericksburg.

TRANSPORTATION

1. Railroads. Fredericksburg is situated on the Rapahannock River, one hundred and twenty-five miles from Chesapeake Bay, and a pleasant ride from the capital of the United States and the capital of Virginia. Several railroads center here—the Richmond, Fredericksburg and Potomac; the Virginia Central; the Seaboard Air Line; and the Atlantic Coast Line.

There are about fourteen trains arriving in Fredericksburg over these lines from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake and Ohio Railroad. The Virginia Central has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

Round trip week-end tickets to Richmond (\$2.60) and to Washington (\$2.40) and intermediate points were sold to the College students last session by the R., F. & P. R. R. Co., and if the business justifies it the Railroad Company assures the College that this policy will be continued for the 1927-28 session. This College is nearer each of these Capitals than any other college for women in the State and the low rate offered gives opportunity to the students to visit the Capitals at small cost or to make week-end visits to intermediate points at correspondingly reduced rates.

2. State Highways and Bus Lines. The completion of hardsurfacing the Washington-Richmond State Highway was effected in March and a great celebration in appreciation of this notable event, staged by the State of Virginia, took place in Fredericksburg in May, 1927. The students and faculty of this College provided interesting features of the program. This highway is the most travelled highway in the State.

Fredericksburg is the center of comfortable bus service over the State highways radiating from this bus service center in all directions. These lines are as follows:

Fredericksburg—Warsaw
Fredericksburg—Culpeper
Fredericksburg—Orange
Fredericksburg—Washington
Fredericksburg—Richmond
Fredericksburg—Center Cross.

At least one bus trip is provided daily between these bus termini.

3. Taxi and Drayage. When you arrive at the station, take a taxi to the College. The charge for this service is 25c. When you arrive at the College, report to the Dean of Women at once for room assignment. Give her your trunk check and 35c for drayage and your trunk will be delivered promptly to your room. Have your trunk plainly marked with your name and State Teachers College address.

THE PLACE OF A TEACHERS COLLEGE IN THE SCHEME OF EDUCATION

This College holds membership in the American Association of Teachers Colleges as Class A Senior Teachers College.

1. Purpose. A Teachers College is a vocational College designed through its faculty, its program of studies and its practice schools, to train for teaching in the Elementary or High Schools of the State. It is now generally recognized that professional training is just as essential for the teacher as for the physician. The best training consists in a combination of professionalized subject matter courses, Education courses, and a testing program through the training school—the practical laboratory of a Teachers College. The State Teachers College at Fredericksburg makes provision for this kind of Education. Many who prepare for teaching do not pursue this profession throughout life. It is believed that the kind of education provided here best fits the general needs of life in case the profession is abandoned.

2. Curricula. (a.) Two-year curricula for primary and grammar grade teachers, leading to the two-year diploma and the Normal Professional Certificate.

(b.) Four-year curricula for elementary and high school teachers and supervisors, leading to the B. S. Degree and the Collegiate Professional Certificate. In the degree courses a student may major in

- (1) The Academic College subjects—English, History, Mathematics, Science, Latin, French.
- (2) Elementary Education
- (3) The Commercial Subjects
- (4) Physical Education

NOTE: (3) and (4) are offered as differentiated four-year courses. Such courses are not offered elsewhere in Virginia.

- (5) The student may minor in any of the above or in Fine Arts, Public School Music, and Home Economics. It is possible to make sufficient credits in these specialties in two sessions to secure the Special Certificate.

3. Special Courses. (a) **MUSIC.** In addition to the courses in public school music offered as a subject in the various two-year professional courses, this College offers additional music courses, including voice and piano, on an elective basis. A student may receive in two years enough credits to count as a minor for the B. S. Degree and the Special Certificate.

Piano lessons cost \$15.00 per quarter.

Piano practice—one hour daily, \$3.00 per quarter.

Voice lessons cost \$15.00 per quarter.

No charge is made for public school music.

(b) **ENGLISH.** Special English Courses, not catalogued, in Reading, Public Speaking, Dramatics, etc., are offered on same fee basis as indicated above for Music Department.

(c.) A student interrupted in her four-year course could, after two sessions' work, complete the requirements for the Special Certificate in two related subjects.

4. Training Schools. The fundamental purpose of the training school is not to serve as a research laboratory, but rather to serve as a laboratory in which the student verifies her theory and principles. It is a teaching and testing laboratory.

Each second year student must have at least twelve weeks of practice teaching under criticism and supervision in one or more of the training schools before graduation from the two-year curriculum.

Degree students also do additional practice teaching in their special fields during the fourth year.

This College maintains four training schools of four different types, in order that each student may have the kind of practice she most needs for the particular type of teaching she is preparing to do. These four schools are as follows:

- I. The Campus Elementary School, Grades 1-7.
- II. The Campus High School, Grades 8-11.
- III. The Lee Hill Rural School, Grades 1-6.
- IV. The Falmouth Elementary School, Grades 1-6.

Schools I, II and III are maintained by a happy co-operation between the College and the School Board of Spotsylvania county.

School IV is maintained through similar co-operation between the College and the Board of Stafford county.

Schools I and II are maintained at the College.

Students in the seventh grade of Schools III and IV are transported to the Campus Training School.

Supervising teachers, special supervisors and the Head of the Department of Education give direction to the practice teaching activities.

The Campus High School is accredited by the State Board of Education.

5. Rural School Observation. In addition to the training school facilities indicated above, the College makes provision for the students to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school from the one and two-room school up through the consolidated rural school to the more complex graded city school.

6. The Summer Quarter. The Summer Quarter is of eleven weeks' duration. Third and fourth year subjects and courses offered for the renewal of certificates are on the six-weeks term basis. Subjects for the Elementary and Normal Professional Certificates are on the eleven-weeks quarter basis. The following courses are offered during the Summer Quarter:

1. First, Second and Third Quarters of first year work.
2. First, Second and Third Quarters of second year work.
3. College Credit Courses in Academic Subjects, Music, Arts, for the Special Certificate, or for Degree Credit.
4. Special Education Courses for Renewal of Certificates, or for Degree Credit.
5. Other Special Courses in Education, Art, Music, to aid teachers in their work, or for Degree Credit.
6. Special Course in Tests and Measurements for Certificate Renewal or Degree Credit.
7. Hygiene and Physical Inspection Course to meet the requirements of the West Law.

A Special Summer Quarter Catalog is published, ready by March 15th of each year.

The completion of any three quarters' work, whether consecutive or not, constitutes a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several courses is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

7. Opportunities for Degree Students. (a) **INCREASING PROFESSIONAL STANDARDS.** The standards for the teaching profession are being increased constantly and at rather rapid intervals in Virginia. During the past two years the first grade certificate has been abolished and the requirements for the Special Certificate have been raised one hundred per cent. The number of high schools demanding degree graduates as teachers has greatly increased and more than fifty of the best high schools will accept no others. The tendency is fast growing to give equal salary recognition to degree graduates who have majored in Elementary Education and an increasing number of positions are now open to those who have had this training.

(b) **B. S. vs. B. A. DEGREE.** We believe the B. S. Degree the ideal degree for a Teachers College. The B. A. Degree of the Liberal Arts College is commonly based upon subject matter alone. Such a College does not pretend to be a teacher training institution. It places little or no emphasis upon the most vital considerations in training teachers; namely, courses in Education, observation of model instruction and practice teaching under supervision. These considerations, coupled with ample subject matter courses, constitute the basis for the B. S. Degree, which has the largest recognition from the State Board of Education. Its holders are awarded the Collegiate Professional Certificate. Attention is invited to the Courses of Study leading to the degree and outlined elsewhere in this catalog.

(c) **STANDING OF B. S. DEGREE GRADUATES.** The B. S. Degree graduates of this College may be selected without prejudice as teachers in any of the high schools of Virginia. Superintendents and principals of the best type of high schools recognize and appreciate the value of a Teachers College degree as a guarantee of superior preparation for teaching in high schools or in Elementary Schools if the major has been in the Elementary field.

A WORD TO SUPERINTENDENTS AND PRINCIPALS

The State Teachers College at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools.

If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We maintain an appointment bureau through which we aim to keep in touch with available teachers, in order that we may assist the school officials in their selection. Write us, telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim is to give you reliable information as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend anyone if we have doubt as to her meeting your particular need. Write to us when you have vacancies, as we wish this College to serve you to the fullest extent.

Again, we invite you to visit the College. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your division.

BUILDINGS AND EQUIPMENT

A. Buildings

The main buildings of the College are Frances Willard Hall, Virginia Hall, Betty Lewis Hall, Monroe Hall, Central Power and Laundry Building, Faculty Homes.

1—WILLARD HALL

This is the largest single dormitory and contains rooms to accommodate 160 students. The kitchen, serving room and dining room occupy almost the entire first floor. The College Infirmary is located in a section of the second floor. In the basement is the College Tea Room, the Carpenter Shop, and storage space for dining room supplies.

2—VIRGINIA HALL

This dormitory contains rooms to accommodate 110 students. On the first floor are the offices of the President, Dean of Instruction, the Registrar, Treasurer, Student Activity Rooms, the Book and Supply Room, Recreation Hall for students, Faculty and Board Room, Post Office, and the Library. The second and third floors are used exclusively for sleeping rooms.

3—BETTY LEWIS HALL

This is a comparatively new dormitory constructed by citizens of the city and rented by the College. It is used exclusively for students, accommodating 110.

4—MONROE HALL

Monroe Hall contains 21 class rooms in which are housed the various departments of instruction. This building also has study rooms for day students. In the basement is the Gymnasium, and the swimming pool. The Auditorium is located on the second floor. It has a seating capacity of 900. A new heating system has been installed for this building during the past winter.

5—CENTRAL POWER AND LANDRY BUILDING

This building contains the central heating plant, the hydraulic and electric machinery and coal storage bin. The entire second floor is occupied by the Laundry.

6—FACULTY HOMES

Two large Faculty Homes have been constructed on the grounds for the exclusive use of members of the faculty. The College owns and rents to members of the faculty several additional homes adjacent to the two main Faculty Homes mentioned above. Other members of the faculty own homes near the campus.

7—OPEN AIR THEATRE

An open air theatre constructed of reinforced concrete, with state and dressing rooms, provides facilities for dramatics, choral work, vesper services, commencement exercises, and other activities connected with the College life. The seating capacity is 700.

8—STUDENT-ALUMNAE BUILDING

The students, faculty, alumnae and friends of the State Teachers College at Fredericksburg have during the past few

years been working to secure funds for the erection of a student-alumnae building. This work will be continued until the necessary funds are in hand. A sufficient fund has already been raised and in prospect to justify the announcement that this building will be erected. It will cost a minimum of \$50,000. The building has already been designed by the College architect. A print of the building will be sent on request to any one interested.

B. Equipment

Each department is amply equipped for its work and the equipment is augmented from year to year according to the requirements.

1—PHYSICAL EDUCATION

The Physical Education Department has, besides its classrooms the gymnasium, swimming pool and a standard athletic field.

2—ENGLISH AND DRAMATICS

This department is well equipped with visual education machines, illustrative material, reference work, stage, open air theatre, etc. Several plays are staged during the year under the direction of the Dramatic Club.

3—HOME ECONOMICS

The Home Economics Department occupies two rooms, one for sewing and the other for cooking. These two rooms are suitably equipped with the most modern appliances.

4—SOCIAL SCIENCE

In the Social Sciences, including Geography, the College has provided ample charts and maps, baloptican and slides, and other useful class room equipment.

5—BIOLOGY

In the biological department, which occupies two rooms, one as a lecture room and the other as a laboratory, all modern equipment needed in the department has been installed. The College has added a number of microscopes during the past year to the equipment of this department.

6—MUSIC DEPARTMENT

This department has ten pianos for its use in the Public School Music courses and in piano and voice music.

7—ARTS DEPARTMENT

In the Department of Arts the especial equipment suited to the work of this department is provided. The department occupies three rooms.

8—COMMERCIAL DEPARTMENT

This department occupies two rooms, each of which is especially equipped. One room is fitted out for typewriting and the other for bookkeeping, accounts, stenography and kindred subjects.

9—SCIENCE DEPARTMENT

The equipment for General Science, Chemistry and Physics, is modern and specially adapted to the type of courses being offered in this department.

10—OTHER DEPARTMENTS

Other departments, such as Languages, Mathematics, etc., are constantly adding to their equipment such types of material as the best educational usage suggests.

11—MOVING PICTURES

The College operates a Moving Picture machine in the Assembly Hall. This is used both for recreational and instructional purposes.

12—RADIO

The College has a five-tube Atwater-Kent Radio, located in the parlor of Willard Hall for the use of students and faculty.

13—LIBRARY

The Library occupies about one-third of the entire first floor space of Virginia Hall and is under the control of a trained librarian and a committee of the faculty. The Library contains about 9,000 well selected volumes used as reference material by the several departments of the College, and for general reading and culture. The tables are generously supplied with current periodicals and daily newspapers.

14—POSTOFFICE

The College is equipped with an up-to-date Postoffice. There are two deliveries daily. Students rent lock boxes, at a nominal charge, from which they may get their mail at any hour during the day. Mail is sent out from the College three times daily.

THE HOME, THE SOCIAL, AND THE RELIGIOUS LIFE OF THE STUDENTS

I—Home Life

(a)—GENERAL STATEMENT

Every effort is made to create a home life in the College in which—as far as is good within professional walls—such phases as the student has known in her home may still exist. In living at close range, work and play must be happily proportioned; friendliness and helpfulness must characterize the spirit of the Student Body, while a regard for the rights of others and a consideration for the property of others must be advocated consistently, thereby making of the College a pleasant and profitable home in which to live.

(b)—ROOMING BY CLASSES

The dormitories afford rooms whose capacity varies for two, three, or four girls, all rooms affording modern comforts. Students are urged to choose room-mates who are of their own classes, an adjustment which can easily be made in the course of the first week of school. In this way, students convert their room into a study where each is interested in the same work with nothing to disturb from a room-mate who has different class standing.

(c)—HEALTH

The health of the students is given first consideration. They receive the very best medical attention through the services of a Trained Nurse and one of the leading physicians of the city who is employed by the College, and who pays daily visits. The department of Physical Education also co-operates closely, offering corrective gymnastics when advisable. Health records are secured and filed as part of the student's record. The College, provided with an Infirmary, bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of their daughters.

MARY WASHINGTON HOSPITAL. The College physician is associated with this Hospital, where a student may secure the efficient services of recognized surgeons in cases of emergencies.

(d)—DRESS

The College discourages the wearing of costly or extreme clothing. Neat dresses, simple and inexpensive, for campus and street, with an evening dress for formal occasions, fully meet the ward-robe requirements. At Commencement, members of the Second-Year Class wear white dresses, tailored in lines, made of linens, tub silk, or other inexpensive material. The Fourth-Year Girl, who wears cap and gown at Commencement, will also find a white dress of similar description of practical use. The cap and gown is rented at a reasonable figure.

(e)—GOVERNMENT

Students are permitted as much freedom in their movements on the campus and in their intercourse with the town as is consistent with propriety and the work they have assumed. The College realizes that discipline and government for student groups finds their ideal in self-government, and to that end works ceaselessly and sympathetically with the Student Government Association, constituted of the entire student body, which in turn, by democratic elections, vests the governing powers in the Student Council, composed of President, Vice-President, Secretary, Treasurer, and representatives from every class. This council is under the advice and counsel of the Joint Council, which is composed of the four officers of the Student Council and three members of the faculty, the President of the College also sitting in an advisory capacity.

(f)—WEEK-END VISITS AND HOLIDAYS

Students are permitted to make week-end visits at such times as will not conflict with their class schedule or their College obligations. This privilege, including Sunday as part of the week-end, may be withdrawn from students who are failing in any of their work. Special permission from the student's parent or guardian must be obtained in advance for a week-end visit other than to a student's home.

The above ruling as to week-end visits may be changed during the session if found desirable.

See the Calendar for the scheduled holidays.

A student failing to return on time after a holiday or week-end visit, except for illness, death, or marriage in her family, or other emergency acceptable to the Administration of the College, shall be automatically dropped from the roll, but may re-enter, with the approval of the Administration, on the payment of a special extra registration fee of \$5.00.

II—Social Life

(a)—PHYSICAL EDUCATION AND ATHLETICS

Interest in various forms of Athletics is encouraged. Through the Department of Physical Education and the Athletic Club instruction and supervision are given in tennis, indoor baseball, basketball, volley-ball, gymnastics, hockey, soccer, hiking, track athletics, swimming, mass plays and games on the athletic field, and other physical exercises, the aim being both to keep the individual girls in good physical condition and to so train them in athletic activities that these activities may persist in them and carry over through them in the school room.

Students also have an opportunity to play golf on the Fredericksburg Golf Club Course, which adjoins the campus, at a nominal green fee of twenty-five cents for nine holes.

A splendid interest is manifested in the winning of athletic trophies—monograms, numerals, and the silver cup—which are annually presented by the May Queen on Field Day.

(b)—SOCIAL CALENDAR

The Social Calendar of the College is varied and offers a program which affords amusement, entertainment, and instruction. There are parties to make for acquaintance, interclass games to make for fine class spirit, receptions to test the formal manner, plays to try out dramatic art, movies for the film devotee, clubs for the sake of congeniality, musicals to present talent of voice and piano, and always the splendid Artists' Course with its wide range of excellent numbers bringing to the College the finished product from the world beyond the Campus confines.

III—Religious Life

The College, which is non-denominational, holds in recognition the religious freedom of the student and in no wise attempts to project the religious views of any one church. However, the religious life does find expression in definite programs.

(a)—CHAPEL

Careful thought is given the subject of Chapel programs. One hour each week during each quarter is set aside for concentration on a diversified program, including Educational, Historical, Biblical, Musical and Departmental subjects, discussed both by members of the Faculty and prominent outside speakers. Programs are also contributed by the Student Government and the Y. W. C. A. A discussion of the Topics of the Day is also included.

(b)—CHURCHES

The sympathetic relationship existing between the student body and the Churches of the city is most unusual. An eager interest is sustained throughout the year in the Sunday School Classes and the sermons of the various Churches. Nor do the Churches fail to function socially, for each church and Sunday School gives parties, picnics, and receptions annually that make for gladsome occasions for all who attend.

(c)—Y. W. C. A.

Purpose—To unite the young women of this College in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief. To associate our students with the students of this and other lands, and to enlist their devotion to the Christian Church throughout the world for the advancement of the Kingdom of God.

Such, in brief, is the purpose of this association. Standing as it does for the development of the body, mind, and spirit, the association seeks in its purpose to meet the varied needs of the students of the College, nearly all of whom are members of this organization. At the beginning of the session the work of the various committees is outlined and the members of these committees work faithfully to carry out their policies.

Particularly through the Membership and the Social Committees is the new girl aided in finding herself amid the new surroundings, in making new friends, and in discovering a worthwhile program in which she can play a part. Through the Fellowship Committee the student finds that the whole world is a-kin, and that she is one of a Student Body which encircles the world, having as its objective good will and fellowship.

EXPENSES

Students should come prepared to make the following payments at the beginning of each quarter:

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Registration fee.....	\$ 4.00	\$ 3.00	\$ 3.00
Maintenance Fee.....	5.00	5.00	5.00
Medical Fee.....	2.00	2.00	2.00
Campus Fee.....	4.00	3.00	3.00
Physical Education Fee.....	2.00	2.00	2.00
Board.....	85.00	70.00	70.00
	<u>\$ 102.00</u>	<u>\$85.00</u>	<u>\$85.00</u>

1. Fees

The fees charged above are to take care of part of the expense of the several departments to which these fees are severally devoted. The campus fee covers the student activities including the Artists' Course.

(a)—LABORATORY FEES

The Laboratory fees are stated under the write-ups of each course.

(b)—ROOM RESERVATION FEE

An advance deposit of \$5.00 for room reservation, is charged. This deposit is not an added expense, but is credited on the student's account.

(c)—ACCESSORIES

(1). Students are expected to furnish soap, napkins, towels and hot water bottle.

(2). Gymnasium suits must be uniform and can be secured at wholesale price at the College.

(3). The College conducts a book and supply room for students. The books are sold at wholesale price, plus a small over-head charge for handling. Books and supplies are sold only on cash basis.

2. Tuition

(a). All Virginia students promising to teach for a period of two years in Virginia may secure State Scholarships entitling them to free tuition. This also applies to teachers now teaching in the schools of the State.

(b). Non-residents of Virginia and those who do not promise to teach, pay, in addition, tuition fees as follows:

Fall quarter.....	\$20.00
Winter quarter.....	20.00
Spring quarter.....	20.00

3. Financial Arrangements

(a)—BOARD

For the convenience of patrons who find it impossible to pay the board for a quarter in advance, the board may be paid in nine equal installments, payable in advance on the 15th of each month.

(b)—HOLIDAYS

Special arrangements must be made for students remaining at the College during Christmas holidays.

(c)—ABSENCE

No reduction is made for absence of less than three weeks.

(d)—CHECKS

Checks for board and fees should be made payable to Treasurer, State Teachers College. Receipts are given for all moneys or checks paid.

(e)—DIPLOMAS, DEGREES, AND CERTIFICATES

The Diplomas and Degrees are furnished the graduates from the two-year and the four-year curriculum respectively at actual cost—\$1.25 for the Diploma and \$1.50 for the Degree. The Diplomas and Degrees are engraved on genuine parchment.

No diploma, degree or certificate is granted until all money due the College is paid or secured.

4. Total Cost

The total cost for the session, including everything charged by the College, exclusive of Laboratory fees, books, and personal equipment, is \$272.00 for a student holding a State Scholarship, and \$332.00 for a student paying tuition.

SCHOLARSHIPS AND LOANS

(a) *State*—The State offers scholarships for all Virginia young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia two sessions.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives. See application form in back of catalog.

(b) *Special*—The Young Women's Christian Association of the College has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spotsylvania county, \$250.00 has been given the College to establish a scholarship of \$50.00 a year running five years.

The Matthew Fontaine Maury Scholarship Loan Fund is a memorial to Commodore Maury, who was born in Spotsylvania county, near Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran. The value of this scholarship is \$150.00 a year.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of accredited Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.00.

The Daughters of the American Revolution have established scholarships totaling \$1,000 at this College, of which \$300 will be available to Junior or Senior students next session.

(c) *Employment*—It is the desire of the College, as far as possible, to aid all worthy students in securing an education. To this end the College offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session 1925-26 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference with their College work, are able, if sufficiently industrious and energetic, to help pay their way through the College. Our normal experience has been that the demand for assistance of this character has been in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment. These scholarships are worth \$115.00 per session.

The President of the College will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

(d) *Student Loan*—The College has accumulated through successive Legislative appropriations quite a large special loan fund. This fund is available to any worthy student who may desire it. The College is now in a position to offer this financial aid probably to every student who may make application. The

loan bears 4 per cent. interest. Those desiring this aid should make application to the President of the College. The amount loaned to a student is usually \$100.00 per session. In cases of special need, a larger sum may be loaned.

(e) *Student Aid*—This fund consists of donations made to the school to help worthy students. The money is loaned to students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$400.00. The President of the College will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

(f) *Service Loving Cup*—Through the interest and the generosity of the Fredericksburg Kiwanis Club a Silver Loving Cup is offered each year to the student who, in the judgment of the faculty of the College, has contributed most to the promotion of the interests of the Fredericksburg State Teachers College during her life at the College.

HOW TO REGISTER

1. Preliminary

(a). Fill in fully the College application blank—found in back of this catalog, or sent on request. If State Scholarship is desired, have your Superintendent fill in proper space on your application blank.

(b). Send \$5.00, the required advance room reservation fee. As soon as these two conditions have been complied with, a room is reserved and the student notified. This fee is not an additional charge and is credited on the student's account.

2. On Arrival

(a). Apply to Dean of Women for room reservation. Deliver to her your trunk check and 35c drayage fee.

(b). Follow instructions posted in the halls for completing registration and the payment of fees.

(c). The following pledge is expected of all students who register:

"I do hereby agree, while a student in the Fredericksburg State Teachers College, to comply cheerfully with all its regulations in all particulars, including the regulations of the Student Government Association; and I agree not to deface or injure,

by writing, or otherwise, any of its furniture, books, walls, or other property. If I should accidently do damage to any property of the College, I agree to report it promptly to the Dean of Women, or the President, and I agree that such damage shall be assessed and that I will pay for same."

ADMISSION TO COURSES

Graduation from an accredited high school admits a student to any course leading to the B. S. Degree, except that students must meet the pre-requisite requirements for entering any given course where such pre-requisites are set up in the catalog.

Students who have previously completed the two-year course are eligible to continue any of the courses leading to the B. S. Degree. However, where a student changes courses she will be expected to meet the requirements set up for the degree in the course to which she transfers at the beginning of her third year. Liberal substitutions and adjustments will be made on the basis of work already completed.

The College admits to its courses the following students:

1. Graduates of accredited public high schools.
2. Graduates of accredited private high schools.
3. Holders of first grade or higher certificates.
4. Those who pass the College entrance examinations.
5. Students transferring from other standard colleges.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions of higher learning, will be allowed suitable credit for such work on entrance to this College.

6. Mature students over twenty years of age under certain conditions may be registered as special students.

NOTE: Holders of Elementary Certificates, who are not graduates of accredited high schools, but who may have taught successfully in the schools of the State for a number of years, and who may wish to continue college programs leading to the Normal Professional Certificate or to a college degree, are given credit for the high school units completed and are enrolled as special college students until the deficiencies in high school credits have been fully made up.

CLASSIFICATION OF STUDENTS

It is the policy of the College to classify students in the year in which they have the major part of their work, and the following interpretation is placed on classification:

1. First Year or Freshman

A student is classified in the first year or Freshman class until she has been in residence three quarters and has earned a minimum of $46\frac{1}{2}$ quarter hours' credit.

2. Second Year or Sophomore

A student is classified in the second year or Sophomore class until she has completed six quarters in residence and has earned a minimum of 93 quarter hours' credit.

3. Third Year or Junior

A student is classified in the third year or Junior class until she has been in residence for nine quarters and has completed a minimum of $139\frac{1}{2}$ quarter hours' credit.

4. Fourth Year or Senior

A student is classified in the fourth year or Senior class when she has met the requirements as listed in the first three years.

NOTE 1: It is contemplated that a student will spend four years in residence in college to secure the B. S. Degree. Residence in other standard colleges is accepted as equivalent time spent in this institution.

NOTE 2: Students who maintain a standard of at least B in 50% of the work taken and make no grades lower than C may be permitted to carry as much as 18 credits a quarter and thus shorten the time required for graduation by approximately one quarter or 12 weeks.

NOTE 3: Mature students with teaching experience who show special capabilities, and under-graduate students who average B or above on their work, may, with the approval of the Dean of Instruction, carry a load somewhat in excess of 18 credits and shorten the time required for graduation correspondingly, provided that in no case the time is shortened more than two full quarters.

NOTE 4: 186 quarter hours are required for the B. S. Degree.

NOTE 5: Students who have met the residence requirements in any given year may be classified in the next higher year provided they are not conditioned on more than 10% of the work taken in the previous year.

QUALITATIVE STANDARDS

1. Scholarship.

- a. First year students who fail on fifty percent or more of their work for the first quarter are placed on probation for the second quarter and must make at least fifty percent of their work for the first year in order to be permitted to re-enter the College for the second year. Students doing hopelessly poor work at the end of the second quarter may, in the discretion of the Faculty, be asked to withdraw from the College at that time.
- b. Students in Second, Third, or Fourth years who do not make at least seventy-five percent of their work for two successive quarters may be asked to withdraw from the College.

2. Pre-requisites for Practice Teaching.

- a. Students in Courses I and II must make a grade of C or above on at least fifty percent of their work in order to be permitted to do practice teaching in the training schools.
- b. Students in Course III must make an average grade of C or above in the courses constituting their majors and minors, and must make an average of at least C on all work taken.
- c. No student who has a condition or failure on more than four quarter hours of work may be permitted to enter the training school for practice teaching. Conditions may be removed while doing practice teaching only upon the advice of the training school supervisors with the approval of the Dean of Instruction.
- d. Students who do not meet the above requirements can bring their work up to the standard by repeating courses on which their grade is D or below.

3. Requirements for Graduation.

In addition to the qualitative standards set up above and the credit requirements of 186 quarter hours, to be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in **spelling, writing, or English composition**, or if she has failed in her **practice teaching**, or if her social attitude is such that, in the judgment of the faculty, she is unfitted to serve successfully as a teacher in the public schools.

4. Grading System and Reports.

a. The grading system is as follows:

A—Excellent.

B—Good.

C—Medium.

D—Passing.

E—Condition.

F—Failure.

b. A careful record is kept in the office of the Registrar of the entrance credits and work at this College of all students in all departments, and reports of students' work are mailed to parents three times a session, or at the close of each quarter. Special reports are sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

c. Credits are issued for students at graduation or upon request at other times without charge. These credits should be preserved as a charge of \$1.00 is made for **duplicates** of credits.

5. The Point System

The Point System has for its primary objective the preventing of an undue demand on the time of a student for extra-curriculum work. She is forbidden to hold more than 100% in points, each office she may hold having been rated as nearly as possible in proportion to the time required to dispatch the duties of the office. In the event a student is elected to offices amounting in points to more than the stipulated 100%, she may withdraw or resign from an office or offices, thereby reducing her per cent to maximum allowance in points. A student may not resign from a major school activity to which she has been elected in order to be a candidate for office in another major activity.

A student making an average below C or failing on more than 20% of her work in the previous quarter shall be ineligible for participation in any major school activity or for holding any office during the quarter succeeding. A student may not remove this ineligibility by merely making up a condition, unless such condition be due to illness or enforced absence from the College.

REQUIREMENTS FOR THE B. S. DEGREE IN EDUCATION

All candidates for the Bachelors Degree must complete in the four-year course the following:

1. Constants:

English.....	18 quarter hours
Education and Supervised Teaching.....	45 quarter hours
Social Science.....	18 quarter hours
Physical or Natural Science ..	9 quarter hours
Health and Physical Education.....	9 quarter hours

2. Majors and Minors:

Each candidate for a degree selects before the beginning of her second year one major and two minor subjects of study. The major may be selected from the fields of English, Social Science, Science, French, Latin, Mathematics, Commercial Education, Physical Education, and Primary or Grammar Grade Education.

The minors may be selected from the same groups of subjects or from Music, Arts, or Home Economics.

Subjects in which the minimum requirement is 36 quarter hours for a major and 27 quarter hours for a minor:

English	Elementary Education
Social Science	Physical Education
Science	Commercial Education

Subjects in which the minimum requirement is 27 quarter hours for a major and 18 quarter hours for a minor:

Mathematics
Latin
French

3. Electives:

In addition to the constants and majors and minors, which are not exclusive, each applicant, with the approval of the Dean of Instruction or Classification Committee, will elect such additional subjects as to bring the total of quarter credit hours to 186.

4. Residence Requirements:

Residence requirement of four years is contemplated for the B. S. Degree. For modification of this requirement see notes under Classification of Students, page 43; also Item 3 under Qualitative Standards, page 44. Students transferring from other colleges must take at least part of the work in both their majors and minors in this institution.

CERTIFICATES

The State Board of Education grants the following certificates:

1. Provisional Elementary.
2. Elementary.
3. Normal Professional.
4. Special.
5. Collegiate.
6. Collegiate Professional.

The work at this College leads to any one of these certificates, and may be taken in summer or winter quarters or in a combination of the two.

Provisional Elementary Certificate

This certificate is granted to students who complete the first two of the three quarters of the Elementary Certificate Course as outlined below, and is intended especially to accommodate holders of first grade or provisional first grade certificates and give them opportunity to professionalize their certificates.

Elementary Certificate

The Elementary Certificate is issued on completing fifteen college session hours, or three quarters of professional study, taken in residence and distributed as follows:

- I. Academic subjects, 3-4 session hours.
 1. English—Two session hours.
 2. History and social science.
 3. Science.

II. Educational subjects:

1. General education, 2-3 session hours.
 - a. Principles of teaching.
 - b. Educational psychology.
 - c. Educational sociology.
 - *d. School management.
 - e. Rural school problems.
2. Health and physical education:
 - a. School hygiene and physical inspection of school children, 1 session hour.
 - b. Physical education, 1 session hour.
3. Elementary education, including special methods of teaching the various school subjects, 3-5 session hours.

III. Applied arts, 2 session hours.

Music.

Drawing.

Manual training or industrial arts.

Home economics.

In lieu of the required certificate of proficiency in penmanship, credit for $\frac{1}{2}$ session hour in penmanship may be offered.

The Elementary certificate is good for seven years and is renewable.

Normal Professional Certificate

The Normal Professional Certificate is issued on the basis of completion of a prescribed two-year course of study in a standard normal school or teachers college which requires for admission graduation from a standard public or private high school, or successfully passing standard college entrance examinations. The program of studies must cover a minimum of 30 college session hours including the following subjects:

*This or another of the courses in education shall embrace a detailed consideration of pupil accounting including a study of the records Virginia teachers are required to keep during the school session.

Practice teaching.....	2 to 3 session hours		
Physical education.....	1½	“	“
Teaching of physical education.....	½	“	“
School hygiene including physical in- spection of school children.....	1	“	“
Penmanship.....	½	“	“
or certificate of proficiency in penmanship.			

This certificate is good for ten years and is renewable.

Special Certificate

The Special Certificate is issued on the basis of completion of two years' work in a standard college, provided the credits aggregate thirty college session hours' work and include three college session hours in education, and one college session hour in school hygiene.

The holder is permitted to teach in the high schools those subjects in which he has credit for six session hours' work, except as noted below for home economics.

This certificate is issued for six years and is renewable, subject to the regulations for the renewal of certificates, for periods of six years.

Students may specialize here on various groups and combinations of subjects from the following: English, Latin, French, Science, Mathematics, History, Music, Fine Arts, Commercial Subjects, Physical Education, Home Economics. Such specialization may cover the two year course leading to the Special Certificate or the four year course leading to the Degree of Bachelor of Science in Education.

Special in Home Economics

Home Economics (including clothing, foods, home nursing, care and feed- ing of children).....	10 session hours
Practice teaching in home economics.....	2 session hours
Methods of teaching home economics	1 session hour
Education (general).....	2 session hours
School hygiene.....	1 session hour
Electives (Academic).....	14 session hours
30 session hours	

Special in Science

Applicants who satisfy all other requirements and present credit for twelve session hours' work distributed equally among not more than three sciences may teach the sciences for which credit is presented. If, however, credit is presented for four session hours' work each in biology, chemistry, and physics, the applicant may teach all branches of science offered in the high schools.

Collegiate Professional Certificate

This is the highest grade of certificate issued by the State Board of Education, and is awarded to students who complete the four year course for the B. S. Degree from a standard teachers college. The emphasis for the four year course leading to the degree and certificate may be either in the elementary or in the secondary field. The teacher may thus be prepared for teaching and supervising the elementary school subjects and program or the high school subjects and program, or groups of special subjects in either field. Especial attention is called to this, since there is an evident misapprehension on the part of many who contemplate a four year degree course. Correspondence on this point is especially invited. The Collegiate Certificate is granted to those who have taken a degree, but have not included the minimum courses in Education. This College plans its degree courses to meet the requirements for the Collegiate Professional Certificate.

DIPLOMAS AND DEGREES

On the completion of Course I or course II a student is granted the two-year diploma and the Normal Professional Certificate, entitling her to teach in any or all of the seven elementary grades in the public schools of Virginia.

On the completion of Course III or Course IV a student is awarded the B. S. Degree in Education and the Collegiate Professional Certificate—the highest certificate issued by the State of Virginia. This certificate entitles a student to teach in the elementary grades and to teach in the high school all subjects in which she has completed as much as six college session hours' credit.

Students pursuing either the two year or the four year course, whether continuously or interruptedly, are expected to conform to the catalog requirements from year to year during the period in which they are taking the course.

GENERAL NOTES

1. Transfer of Credits.

(a) FROM OTHER COLLEGES.

Credits are accepted from other standard colleges wherever they conform to the requirements set up in any given course in this institution. Liberal substitutions are allowed under the heading of general electives. Residence requirement of at least one year in this College is required for any diploma or degree, and part of the work in both the major and minors must be taken in this institution.

(b) TO OTHER COLLEGES.

Credits secured at this College are transferable to the other State Teachers Colleges of Virginia and also to other institutions where the content of the courses is approximately the same.

Students completing the two year curriculum at this College will be admitted to other professional colleges as candidates for the Degree of Bachelor of Science; and students who are graduates of the four year curriculum here with the B. S. Degree will be admitted as candidates for the Degree of Master of Arts or Master of Science.

2. Transfer of Students.

(a) FROM OTHER COLLEGES.

Students are not advised to transfer from one Teachers College to another during a school session. This College will not receive a student from a sister Teachers College during a school session, except under very exceptional conditions which must be approved by the President of the College from which the student is withdrawing, and the presentation to this college of a letter of honorable dismissal.

(b) TO OTHER COLLEGES.

Students will not be recommended to other colleges during the session without good and sufficient reason.

(c) **WITHDRAWALS.**

A student who withdraws from College during the College year is expected to do so only after communicating such intention to the President and with the written approval of the parent or guardian. A student withdrawing without complying with this condition is subject to the payment of room-rent and all fees for the remainder of the session and will not be certified as having withdrawn in good standing; but in such case the College may readmit the student in good standing on the payment of the special extra registration fee of \$5.00.

3. Limitation of Classes

The College attempts to limit the size of classes to approximately 30 to 35 students.

The College reserves the right not to form any class in an elective group for less than ten students. The right is also reserved to limit the number entering Courses III to those showing academic fitness and mental ability such as to enable them to profitably pursue this course.

4. Selection of Work

Students will be guided by the Dean of Instruction in accordance with their best interests in the selection of work. Students are particularly cautioned not to act upon unofficial and often incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Dean as to their work as soon after arrival as possible and not delay in the selection of their studies."

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they cannot be cured through our regular schedule of work, must be made up by special work in the Summer Quarter or insome other approved way.

5. The Quarter Basis

This College is on the quarter basis. Four quarters are given during the calendar year, known as the Fall, Winter, Spring and Summer respectively.

Any three quarters of first year work may be taken to complete the first year course.

Any three quarters of second year work may be taken to complete the second year course.

6. The Six Day Schedule

In conformity with the practice at other Colleges and in order to better distribute the faculty and student weekly load and for purposes of schedule simplification, this College maintains a six-day per week schedule, the Saturday classes being scheduled for the first four class periods.

7. Commencement

The exercises in connection with commencement are extremely interesting and important. They consist of commencement address, baccalaureate sermon, class-day exercises, Senior Class play, alumnae meeting, exhibits, announcements, and delivery of diplomas and degrees. Every student is expected to remain at the College through the commencement exercises, and is required to do so, unless excused by the President of the College.

8. Teaching Positions for Students

It is the aim of the College to place its graduates in the most desirable positions obtainable that they are qualified to fill. We keep a permanent record of the work and teaching history of every student and of the Alumnae, and we will lend ourselves energetically at all times to the graduates in the matter of securing suitable positions.

9. Alumnae

This College aims to keep in close touch with the activities of its alumnae. They are invited to visit the College as guests at any time, especially during commencement. The names and addresses of the alumnae are on the addressograph. The president of the Alumnae Association, the Alumnae secretary and the president of the College attempt to get in touch with every alumna

either through personal visits or by correspondence during the school year. Every alumna is requested to send to the president any change in name and address of any alumna, which change has been made since the date of attendance at the institution. In giving this information kindly also give the former name and address.

10. Extension Bureau

This College maintains an active Extension Bureau through which it offers its services to teachers in the field throughout the State. A definite program of extension activities has been worked out, the service is free, and all teachers are invited to use this service freely. Correspondence should be addressed to "Extension Bureau, State Teachers College, Fredericksburg, Va."

11. Day Students

The proximity of the College to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Non-resident students are received only as boarding students.

The College does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subjected to the same academic regulations as boarding students. Day students have at the College comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Monroe Hall has been fitted up and set apart for this purpose.

12. Visitors

The College at present has very limited accommodations for entertaining social visitors. A charge of 25 cents per meal and 50 cents per night will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Dean of Women. Local visitors who come to visit particular persons at the College will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited. Permission should be obtained from the Dean of Women to visit a student in her room.

Professional Courses

Session 1927-28

FIRST YEAR

COURSE I—PRIMARY

Required:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 101 Fine Arts.... 2	Arts 102 Fine Arts.... 2	*Ed. 123A Read.-Lang. 5
Ed. 101 Psychology... 3	*Ed. 122A Prs. Teachg. 3	*Ed. 123B Arith..... 2
*Ed. 121 Com. Study . 3	*Ed. 122B Hist.-Geog.. 3	*Ed. 123C Citizenship. 3
Eng. 101 Funds..... 3	Eng. 102 Comp..... 3	Eng. 103 Child Lit.... 3
H. Ed. 101 Hygiene... 3	Mus. 102 P. S. Music. 1	P. Ed. 103 Gym..... 1
Mus. 101 P. S. Music . 1	P. Ed. 102 Gym..... 1	Sc. 103 Nature Study. 2
P. Ed. 101 Gym..... 1	Sc. 102 Nature Study. 2	
16	15	16

*Ed. 121; Ed. 122A, B; and Ed. 123A, B, C, constitute a unit course in Primary Education.

COURSE II—GRAMMAR GRADE

Required:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 101 Psychology... 3	Arts 112 Fine Arts.... 2	Arts 113 Fine Arts.... 2
*Ed. 131A Hist.-Geog.. 3	*Ed. 132A Principles . 3	*Ed. 133 Citizenship... 3
*Ed. 131B Arith..... 3	*Ed. 132 Lang.-Sp., etc. 3	Eng. 103 Child Lit.... 3
Eng. 101 Funds..... 3	*Ed. 132C Hist.-Geog.. 3	H. Ed. 103 Hygiene . 3
Mus. 101 P. S. Music . 1	Eng. 102 Comp..... 3	Mus. 103 P. S. Music. 1
P. Ed. 101 Gym..... 1	Mus. 102 P. S. Music. 1	P. Ed. 103 Gym..... 1
Sc. 101 Nature Study . 2	P. Ed. 102 Gym..... 1	Sc. 103 Nature Study. 2
16	16	15

*Ed. 131A, B; Ed. 132A, B, C; and Ed. 133 constitute a unit course in Elementary Education.

COURSE III—HIGH SCHOOL

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 101 Psychology... 3	Ed. 102 Ed. Psychol... 3	Ed. 103 Intr. to Ed... 3
Eng. 111 Funds..... 3	Eng. 112 Funds..... 3	Eng. 113 Comp..... 3
P. Ed. 101 Gym..... 1	P. Ed. 102 Gym..... 1	P. Ed. 103 Gym..... 1
7	7	7

Electives: Group A—English-History.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 131 Eng. Survey. 3	Eng. 132 Eng. Survey. 3	Eng. 133 Am. Survey. 5
SSc. 111 Cont. Civil... 5	SSc. 112 Amer. Hist... 5	SSc. 113 Citizenship... 3

Electives: Group B—English-Language.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 131 Eng. Survey. 3	Eng. 132 Eng. Survey. 3	Eng. 133 Am. Survey. 5
Lang. 101 French..... 3	Lang. 102 French..... 3	Lang. 103 French..... 3
Lang. 111 Latin..... 3	Lang. 112 Latin..... 3	Lang. 113 Latin..... 3

Electives: Group C—Math.-Science.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Math. 101 Adv. Arith.. 4	Math. 102 Col. Alg... 4	Math. 103 Col. Alg... 4
Sc. 111 Gen. Sc. } or 4	Sc. 112 Gen. Sc. } or 4	Sc. 113 Gen. Sc. } or 4
Sc. 201 Biology }	Sc. 202 Biology }	Sc. 203 Biology }

Electives: Group D—Home Economics.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
H. Ec. 101 Foods..... 3	H. Ec. 102 Foods..... 3	H. Ec. 103 Foods..... 3
H. Ec. 111 Clothing... 3	H. Ec. 112 Clothing.. 3	H. Ec. 113 Clothing.. 3
	H. Ec. 122 H. N. & C. of Ch..... 3	H. Ec. 123 Tchg. H. Ec..... 3

Electives: Group E—Commercial.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
C. Ed. 111 Shorthand. 3	C. Ed. 112 Shorthand. 3	C. Ed. 113 Shorthand. 3
C. Ed. 121 Typewriting 2	C. Ed. 122 Typewriting 2	C. Ed. 123 Typewriting 2
Math. 111 Com. Arith. 4	C. Ed. 102 Bookkeep'g 4	C. Ed. 103 Bookkeep'g 4

Electives: Group F—Music.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Mus. 101 Pub. Sch.	Mus. 102 Pub. Sch.	Mus. 103 Pub. Sch.
Mus..... 1	Mus..... 1	Mus..... 1
Mus. 111 H. & C. Ev.. 3	Mus. 112 H. & C. Ev.. 3	Mus. 113 H. & C. Ev.. 3
Mus. 121 S. S. & D... 2	Mus. 122 S. S. & D... 2	Mus. 123 S. S. & D... 2
Mus. 131 Piano..... 2	Mus. 132 Piano..... 2	Mus. 133 Piano..... 2
Mus. 141 Voice.....1.5	Mus. 142 Voice.....1.5	Mus. 143 Voice.....1.5
Choral Club......5	Choral Club......5	Choral Club......5

Electives: Group G—Physical Education.

Fall Quarter			Winter Quarter			Spring Quarter		
<i>Credit</i>			<i>Credit</i>			<i>Credit</i>		
A	B	C	A	B	C	A	B	C
P. Ed. 111 Anatomy..	3		P. Ed. 112 Anatomy..	3		P. Ed. 113 Physiology	3	
Sc. 111 Gen. Science..	4		Sc. 112 Gen. Science..	4		Sc. 113 Gen. Science..	4	
Mus. 101 Pub. Sch.			Mus. 102 Pub. Sch.			Mus. 103 Pub.		
Music.....	1		Music.....	1		Sch. Music..		
Mus. 131 Piano.....	2		Mus. 132 Piano....	2		Mus. 133 Piano.		
} or			} or			} or		

SECOND YEAR
COURSE I—PRIMARY

Required:

Fall Quarter			Winter Quarter			Spring Quarter		
<i>Credit</i>			<i>Credit</i>			<i>Credit</i>		
A	B	C	A	B	C	A	B	C
Ed. 201A Ed.			Ed. 202A Ed.			Ed. 203A Ed.		
Soc.....			Soc.....			Soc.....		
or			or			or		
Ed. 201B Ru.			Ed. 202B Ru.			Ed. 203B Ru.		
Soc.....			Soc.....			Soc.....		
Ed. 211 H. of Ed.	T	0 5	Ed. 212 H. of Ed.	5	T 0	Ed. 213 H. of Ed.	0	5 T
Eng. 201 Pr. Lit.	T	3 0	Eng. 202 Pr. Lit.	0	T 3	Eng. 203 Pr. Lit.	3	0 T
Eng. 211 Read...	T	0 3	Eng. 212 Read..	3	T 0	Eng. 213 Read..	0	3 T
P. Ed. 201 Gym..	T	1 1	P. Ed. 202 Gym.	1	T 0	P. Ed. 213 Gym.	1	1 T
			P. Ed. 212 Gym.	0	T 1			
Art 201 Appr....	T	1 1	Art 202 Appr...	1	T 0			
			Mus. 202 Appr.	0	T 1	Mus. 203 Appr.	1	1 T
			SSc. 242 Soc.G.	3	T 3	SSc. 243 Soc.G.	3	3 T
Total.....	15	10 10	Total.....	13	15 13	Total.....	13	13 15

Electives: Group A.

Fall Quarter			Winter Quarter			Spring Quarter		
<i>Credit</i>			<i>Credit</i>			<i>Credit</i>		
A	B	C	A	B	C	A	B	C
Eng. 221 Cont.			Eng. 222 Cont.			Eng. 223 Cont.		
Lit.....	T	3 3	Lit.....	3	T 0	Lit.....	3	3 T
			Eng. 232 Cont.			Ed. 233 T. &		
SSc. 231 U. S.			Lit.....	0	T 3	M.....	3	3 T
Hist.....	T	3 3	SSc. 232 U. S.			Math. 213 Ad.		
Ed. 231 T. & M..	T	3 3	Hist.....	3	T 3	Gr. Arith...	3	3 T
			Math. 212 Ad.					
			Gr. Arith...	3	T 3			

Electives: Group B.

Fall Quarter			Winter Quarter			Spring Quarter		
<i>Credit</i>			<i>Credit</i>			<i>Credit</i>		
A	B	C	A	B	C	A	B	C
Mus. 211 P. S.			Mus. 212 P. S.			Mus. 223 P. S.		
Mus.....	T	2 2	Mus.....	2	T 0	Mus.....	3	3 T
			Mus. 222 P. S.					
			Mus.....	0	T 3			
Art 211 Dr. & D..	T	3 3	Art 212 Dr. & D.	3	T 0			
Ed. 231 T. & M..	T	3 3	Art 222 Dr. & D.	0	T 2	Art 223 Dr. & D.	2	2 T

COURSE II—GRAMMAR GRADE

Required:

Fall Quarter				Winter Quarter				Spring Quarter			
<i>Credit</i>				<i>Credit</i>				<i>Credit</i>			
A B C				A B C				A B C			
Ed. 201A Ed. Soc.	}	T	5 0	Ed. 202A Ed. Soc.	}	0	T 5	Ed. 203A Ed. Soc.	}	5	0 T
or Ed. 201B Ru. Soc.				Ed. 202B Ru. Soc.				Ed. 203B Ru. Soc.			
Ed. 211 H. of Ed.	T	0	5	Ed. 212 H. of Ed.	5	T	0	Ed. 213 H. of Ed.	0	5	T
Eng. 201 G. G.				Eng. 202 G. G.				Eng. 203 G. G.			
Lit.	T	3	0	Lit.	0	T	3	Lit.	3	0	T
Eng. 211 Read. .	T	0	3	Eng. 212 Read.	3	T	0	Eng. 213 Read.	0	3	T
P. Ed. 201 Gym. .	T	1	1	P. Ed. 202 Gym.	1	T	0	P. Ed. 213 Gym.	1	1	T
Art 201 Appr. . .	T	1	1	Art 202 Appr. .	1	T	0	Mus. 203 Appr.	1	1	T
SSc. 231 U. S.				Mus. 202 Appr.	0	T	1				
Hist.	T	3	3	SSc. 232 U. S.				Math. 213 Ad.			
				Hist.	3	T	0	Gr. Arith. . .	3	3	T
				Math. 212 Ad.							
				Gr. Arith. . .	0	T	3				
Total.	15	13	13	Total.	13	15	13	Total.	13	13	15

Electives: Group A

Fall Quarter				Winter Quarter				Spring Quarter			
<i>Credit</i>				<i>Credit</i>				<i>Credit</i>			
A B C				A B C				A B C			
Eng. 221 Cont.				Eng. 222 Cont.				Eng. 223 Cont.			
Lit.	T	3	3	Lit.	3	T	0	Lit.	3	3	T
				Eng. 232 Cont.				SSc. 243 Soc. G.	3	3	T
				Lit.	0	T	3	Ed. 233 T. & M.	3	3	T
Ed. 231 T. & M. .	T	3	3	SSc. 242 Soc. G.	3	T	3				

Electives: Group B

Fall Quarter				Winter Quarter				Spring Quarter			
<i>Credit</i>				<i>Credit</i>				<i>Credit</i>			
A B C				A B C				A B C			
Mus. 211 P. S.				Mus. 212 P. S.				Mus. 223 P. S.			
Mus.	T	2	2	Mus.	2	T	0	Mus.	3	3	T
				Mus. 222 P. S.							
				Mus.	0	T	3				
Art 211 Dr. & D. .	T	3	3	Art 212 Dr. & D.	3	T	0	Art 223 Dr. & D.	2	2	T
				Art 222 Dr. & D.	0	T	2				

COURSE III—HIGH SCHOOL

Constants:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Ed. 201A Ed. Soc. }	or 5			**Ed. 223 Prs. Sec. Ed...	3
Ed. 201B Ru. Soc. }					
*P. Ed. 201 Gym.....	1	†P. Ed. 202 Gym.....	1	P. Ed. 213 Gym.....	1
		H. Ed. 202 Hygiene ..	3		
Sc. 201 Biology }	or 4	Sc. 202 Biology }	or 4	Sc. 203 Biology }	or 4
Sc. 111 Gen. Sc. }		Sc. 112 Gen. Sc. }		Sc. 113 Gen. Sc. }	
Total.....	10	Total.....	8	Total.....	8

Electives: Group A—English History.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Eng. 241 Cont. Lit....	3	Eng. 242 Cont. Lit....	3	Eng. 253 Shakespeare.	3
SSc. 201 Anc. Hist. ...	3	Eng. 252 Shakespeare.	3	SSc. 203 Mod. Hist....	3
Ed. 231 Tests & Meas..	3	SSc. 202 Med. Hist....	3	Ed. 233 Tests & Meas.	3

Electives: Group B—English-Language.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Eng. 241 Cont. Lit....	3	Eng. 242 Cont. Lit....	3	Eng. 253 Shakespeare.	3
Lang. 201 French. ...	3	Eng. 252 Shakespeare.	3	Lang. 203 French.....	3
Lang. 211 Latin.....	3	Lang. 202 French.....	3	Lang. 213 Latin.....	3
Ed. 231 Tests & Meas..	3	Lang. 212 Latin.....	3	Ed. 233 Tests & Meas.	3

Electives: Group C—Math.-Science.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Math. 201 Tch. H. S.					
Math.....	3	Math. 202 S. Geom....	4	Math. 203 Trig.....	3
Sc. 211 Chemistry I ...	4	Sc. 212 Chemistry I ..	4	Sc. 213 Chemistry I ..	4

Electives: Group D—Home Economics.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
H. Ec. 201 Foods.....	2	H. Ec. 202 Foods.....	2	H. Ec. 203 Foods.....	2
H. Ec. 211 Clothing ...	2	H. Ec. 212 Clothing ..	2	H. Ec. 213 Clothing..	2
Sc. 211 Chemistry I ...	4	Sc. 212 Chemistry I ..	4	Sc. 213 Chemistry I ..	4

*Group E omit this quarter.

**Combination course for Group E under Departments of Education and Commercial Education.

†For Group E only.

Electives: Group E—Commercial Education.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
C. Ed. 201 Accounts ..	3	C. Ed. 202 Accounts ..	3	C. Ed. 203 Accounts ..	3
C. Ed. 211 Shorthand. 3		C. Ed. 212 Shorthand. 3		C. Ed. 213 Shorthand. 3	
C. Ed. 221 Typewriting 2		C. Ed. 222 Typewriting 2		C. Ed. 223 Typewriting 2	
†SSc. 111 Cont. Civil..	5	†SSc. 112 Amer. Hist... 5		†SSc. 113 Citizenship..	3

†To be substituted for Science for those who can remain for only two years. Such students will also omit Ed. 201 and take Eng. 131 with work listed in Group E.

Electives: Group F—Music.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Mus. 211 Pub. Sch.		Mus. 222 Pub. Sch.		Mus. 213 Theory of	
Music.....	2	Music.....	2	Mus.....	2
Mus. 231 Piano.....	2	Mus. 232 Piano.....	2	Mus. 233 Piano.....	2
Mus. 241 Voice.....	1.5	Mus. 242 Voice.....	1.5	Mus. 243 Voice.....	1.5
Mus. 251 Appr.....	1	Mus. 252 Appr.....	1	Mus. 253 Appr.....	1
Mus. 261 S. S. & D....	3	Mus. 262 S. S. & D....	3	Mus. 263 S. S. & D....	3
Choral Club.....	.5	Choral Club.....	.5	Choral Club.....	.5

Electives: Group G—Physical Education.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
P. Ed. 221 Massage... 2		H. Ec. 122 Home		P. Ed. 223 Kine-	
		Nursing.....	3	siology.....	3
P. Ed. 231 Gym..... 2		P. Ed. 232 Gym..... 2		P. Ed. 233 Gym..... 2	
SSc. 111 Cont. Civil... 5		SSc. 112 Amer. His-		SSc. 113 Citizen-	
		tory.....	5	ship.....	3
Mus. 251 Appr..... 1		Mus. 252 Appr..... 1		Mus. 253 Appr..... 1	

NOTE: Students electing Group G will omit the following constants: P. Ed. 201-202-213; Sc. 201 or Sc. 111; H. Ed. 202.

THIRD YEAR

COURSE III—HIGH SCHOOL

Constants:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
A	B	A	B		
Ed. 311 Teaching..	8 0	Ed. 312 Teaching .	0 8	Ed. 303 Phil. of	
*Ed. 301 Hist. of		*Ed. 302 Hist. of		Ed.....	5
Ed.....	0 5	Ed.....	5 0	Eng. 303 Amer.	
Eng. 301 Eng.		Eng. 302 Eng.		Survey.....	3
Survey.....	0 3	Survey.....	3 0	P. Ed. 303 Gym.....	1
P. Ed. 301 Gym....	1 1	P. Ed. 302 Gym....	1 1		
Total.....	9 9	Total.....	9 9	Total.....	9

*Students who have had Ed. 211, 212, or 213, will substitute some other subject for Ed. 301-302.

Electives: Group A—English-History.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 311 Read. & P. S.. 3	Eng. 312 Tennyson... 3	Eng. 313 Browning... 3
SSc. 301 Ind. Hist.... 3	SSc. 302 Ind. Hist.... 3	
SSc. 311 Mod. Europe. 3	SSc. 312 Mod. Europe. 3	SSc. 313 Mod. Europe. 3

Electives: Group B—English-Language.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 311 Read. & P. S.. 3	Eng. 312 Tennyson... 3	Eng. 313 Browning... 3
Lang. 301 French.... 3	Lang. 302 French.... 3	Lang. 303 French.... 3
Lang. 311 Latin..... 3	Lang. 312 Latin..... 3	Lang. 313 Latin..... 3

Electives: Group C—Math.-Science.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Math. 301 Analytics .. 3	Math. 302 Analytics .. 3	Math. 303 H. S. Math. 3
Sc. 301 Chemistry II.. 4	Sc. 302 Chemistry II.. 4	Sc. 303 Chemistry II.. 4

Electives: Group E—Commercial Education.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
C. Ed. 301 Off. Mgmt.. 3	C. Ed. 302 Sec. Proc.. 2	C. Ed. 303 Off. Pr.... 3
C. Ed. 311 Prs. C. Ed.. 2	C. Ed. 312 Com. Law. 3	C. Ed. 313 Sh.-Typ... 3
SSc. 301 Ind. Hist.... 3	SSc. 302 Ind. Hist.... 3	

Electives: Group G—Physical Education.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
P. Ed. 311 H. of P. Ed. 3	P. Ed. 312 P. of P. Ed. 2	P. Ed. 313 P. of P. Ed. 2
P. Ed. 321 T. of Cor.. 2	P. Ed. 322 P. of Ex... 2	P. Ed. 323 C. Craft... 3
P. Ed. 331 Gym..... 2	P. Ed. 332 Gym..... 2	P. Ed. 333 Gym..... 2

FOURTH YEAR

COURSE III—HIGH SCHOOL

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 401 Administration 3	Ed. 402 Supervision .. 3	Ed. 403 Teaching & Conf..... 6
P. Ed. 401 Supv. Rec.. 1	P. Ed. 402 Supv. Rec.. 1	P. Ed. 403 Supv. Rec.. 1
SSc. 411 Sociology 3	SSc. 412 Sociology 3	
Total..... 7	Total..... 7	Total..... 7

Electives: Group A—English-History.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 401 19th Cent.	Eng. 402 19th Cent.	Eng. 403 20th Cent.
Poet..... 3	Nov..... 3	Biog..... 3
SSc. 301 Ind. Hist.... 3	SSc. 302 Ind. Hist.... 3	
SSc. 401 Economics... 3	SSc. 402 Economics... 3	SSc. 403 Economics... 3
		Free Elective..... 3

Electives: Group B—English-Language.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 401 19th Cent.	Eng. 402 19th Cent.	Eng. 403 20th Cent.
Poet..... 3	Nov..... 3	Biog..... 3
Lang. 401 French..... 3	Lang. 402 French..... 3	Lang. 403 French..... 3
Lang. 411 Latin..... 3	Lang. 412 Latin..... 3	Lang. 413 Latin..... 3

Electives: Group C—Math.-Science.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Math. 401 Calculus. . . 3	Math. 402 Calculus... 3	Math. 403 Calculus... 3
Sc. 401 Physics..... 4	Sc. 402 Physics..... 4	Sc. 403 Physics..... 4
SSc. 401 Economics. . . 3	SSc. 402 Economics... 3	SSc. 403 Economics... 3

Electives: Group E—Commercial Education.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
C. Ed. 401 Advertising 3	C. Ed. 402 Banking .. 3	C. Ed. 403 Bus. Org... 3
C. Ed. 411 Accounts .. 3	C. Ed. 412 Accounts.. 3	C. Ed. 413 Sh.-Typ... 3
SSc. 401 Economics... 3	SSc. 402 Economics... 3	SSc. 403 Economics... 3

Electives: Group G—Physical Education.

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
*P. Ed. 411 C. Clinic... 2	*P. Ed. 412 C. Clinic... 2	*P. Ed. 413 C. Clinic... 2
P. Ed. 421 Playground 2	P. Ed. 422 Pageantry. 2	P. Ed. 423 Pageantry. 2
P. Ed. 431 Gym..... 2	P. Ed. 432 Gym..... 2	P. Ed. 433 Gym..... 2
P. Ed. 441 Phy. Diag.. 3	P. Ed. 442 Adv. Hy- giene..... 3	P. Ed. 443 Constr.... 2

*Corrective Clinic runs through the year but a student takes it only one quarter.

COURSE IV
FOR ELEMENTARY TEACHERS AND SUPERVISORS
FOUR YEARS, LEADING TO B. S. DEGREE

FIRST YEAR

Identical with the first year of professional Course I or the first year of professional Course II.

SECOND YEAR

Identical with the second year of professional Course I or the second year of professional Course II. The second year's work should be the same course as the first year's work. In case a student definitely plans to stay four years, she may postpone her supervised teaching until the fourth year.

THIRD YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credits</i>		<i>Credits</i>		<i>Credits</i>
Ed. 311 Teach & Conf.....	8 0	Ed. 312 Teach. & Conf.....	0 8		
Ed. 301 H. of Ed. .	0 5	Ed. 302 H. of Ed..	5 0	Ed. 303 Phil.....	5
Eng. 301 Eng.		Eng. 302 Eng.		Eng. 303 Amer.	
Surv.....	0 3	Surv.....	3 0	Surv.....	3
P. Ed. 301 Gym....	1 1	P. Ed. 302 Gym....	1 1	P. Ed. 303 Gym.....	1
*Restricted Elect...	3 3	*Restricted Elect...	3 3	*Restricted Elect.....	3
†Free Electives.....	3 3	†Free Electives.....	3 3	†Free Electives.....	3

*From Arts, Music, Science, and Physical Ed. See departments.

†From English, Social Science, Elementary Education.

FOURTH YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credits</i>		<i>Credits</i>		<i>Credits</i>
Ed. 401 Administration	3	Ed. 402 Supervision..	3	Ed. 403 Tch. & Conf..	6
P. Ed. 401 S. Rec....	1	P. Ed. 402 S. Rec....	1	P. Ed. 403 S. Rec.....	1
SSc. 411 Soc.....	3	SSc. 412 Soc.....	3		
*Restricted Electives..	4	*Restricted Electives ..	4	*Restricted Electives ..	4
†Free Electives.....	4	†Free Electives.....	4	†Free Electives.....	4

*From Arts, Music, Science, Physical Education. See departments.

†From English, Social Science, and Elementary Education.

Departments of Instruction

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in actual teaching under direction in the Rural and City Training Schools.

FIRST YEAR

EDUCATION 101. **Psychology.**

In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the processes of his growth, development and education. Several phases of emphasis may be noted: First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis on instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Averill, *A Psychology for Normal Schools*, or Gates, *Educational Psychology*.

Three periods a week for the first quarter.

EDUCATION 102. Individual and Adolescent Psychology.

This course aims to present the facts concerning the nature and development of the mental life of children from early childhood through adolescence and to point out the practical application of these facts to teaching. An attempt is made to help the student to better understand the changing conditions which take place in the youth as he develops from childhood to adulthood. Contrasts in mental functioning of children and adults are made in attention, perception, memory, imagination, and thinking. The major emphasis in the course is on the period of adolescence. Discussions, readings, and directed observations are utilized in its presentation.

Three periods a week for the second quarter.

EDUCATION 103. Introduction to Education.

This course aims to introduce the student to the study of education and to orient her in the various influences and factors that are present in the great field of education. The course deals with the educability of the child; educational aims and values in a democratic society; the curriculum; the necessity of good methods; and public school organization. The place of different types and levels of education in the social order and the desirability of a scientific attitude receive consideration. The social possibilities and opportunities for service offered in the teaching profession is stressed. This course aims to prepare the student for the specialized study to come later.

Three periods a week for the third quarter.

EDUCATION 121. Community Study.

The emphasis in this quarter of the unit course is on nature study, and helps to give the student the subject matter background necessary to teach Community Study in the primary grades. The study in this part of the course is primarily on problems relating to the plants and animals of the home and community of the child and the state in which he lives. The emphasis in the second quarter—Education 122B.—is on Geography, and in the third quarter—Education 123C.—on Citizenship. The State Elementary course of study is used as a guide in the course.

Laboratory fee 75 cents.

One double and two single periods a week for the first quarter.

EDUCATION 122A. Elementary Education—Primary Grades.

This course is a continuation of the principles developed in Educational Psychology, and is a related part of a "unit course" in elementary education in which laws of learning, principles of teaching, and management factors are studied in relation to the curriculum of the elementary grades. Observation in the training schools constitutes a definite part of this and the other phases of this course. So far as practicable students are given apprenticeship experience in the training schools before they begin their actual teaching experience.

This course, or the corresponding grammar grades course, is required of all students for the Elementary and Normal Professional Certificates.

Three periods a week for the second quarter.

EDUCATION 122B. Primary Grades—History-Geography.

The subject matter of this course includes community geography and history, the regional geography and the history of Virginia, and the regional geography of the Eastern United States. The State Elementary Course of study is used as a guide in the selection and organization of material. The principles and methods of teaching the primary grades receive specific application to this group of subject matter. Especial attention is given to motivation and correlation as well as activities of the grades. Various types of lessons as well as methods of collecting materials for effective teaching are developed. Lesson plans are given, tried, discussed, and criticized in the light of recent developments in the teaching of History-Geography. Observation and demonstration lessons in the Training School.

Three periods a week for the second quarter plus one period of observation in the Training School.

EDUCATION 123A. Primary Grades—English: Reading, Composition, Spelling, and Penmanship.

The purpose of this part of the unit course is (1) to lead the students to see and to discuss the problems that arise in the teaching of English, and to devise adequate solutions; (2) to familiarize the students with the many types of primary texts and to enable them to select and use the best effectively; (3) to observe, discuss and work out with students the various types of lessons used in the primary grades and to illustrate these types

and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary English.

While oral composition, spelling and penmanship in relation to simple written composition constitute part of this course, the major emphasis is on the teaching of reading in the primary grades. The Course of Study for Virginia Elementary Schools is studied and interpreted. A definite attempt is made to relate the reading, story work and composition of this course to the other portions of the primary curriculum.

Five periods a week for the third quarter.

EDUCATION 123B. Primary Grades—Arithmetic.

In this division of the unit course the students are given a rapid review of the fundamentals of Arithmetic, with emphasis on the place of number work in the primary grades. Motive for teaching number work, its relation to the other phases of primary education, and ways and means of making it vitally interesting in the lives of small children constitute the chief aim of the course. Technique of procedure is more of an incident here.

The State Elementary Course of Study is used as a basis for the work.

Two periods a week for the third quarter.

EDUCATION 123C. Primary Grades—Citizenship.

This course is a continuation of Education 122B. The background of History-Geography is here given a more specific application to the problems of community civics, such as arise in the primary grades. The basic experience of the child in the home, the neighborhood, the playground, the school, and the church is enlarged to include all the activities of the community with which the child should be familiar. This includes the simpler processes of government in the county, the city, and the State. Self-government finds expression in civic and self-government clubs of the grades in the schoolroom, and in the activities in the school building and on the school grounds.

Three periods a week for the third quarter.

EDUCATION 131A. Grammar Grades—History-Geography.

This course builds a geographic foundation for understanding the regional and climatic conditions of human relationships in

the different zones. The geographic conditions studied during the first four or five weeks are applied in the study of human geography of the United States, and the geographic background of American history. American history is studied through biography and problems centralized around special selected topics. Projects and problems arising from the study of geography to industrial relationships constitute a part of the course. The State Elementary Course of Study is used as a guide in the selection and organization of material. Lesson planning is assigned in relation to various lesson types. Lesson plans are developed, tried, criticized, and discussed in the light of recent developments in the teaching of History-Geography. Sources of material for instruction receive attention.

Three periods a week for the first quarter.

EDUCATION 131B. Grammar Grades—Arithmetic.

In this section of the unit course the students take up a rather intensive study of the number work of the upper grades in the elementary school. Drill is given in the fundamentals and in the solving of simple problems. The State Elementary Course of Study is used in an attempt to develop definite relationships with the other subjects in the curriculum. Ways of motivating the work in relation to everyday life, and technique of procedure for best results, constitute definite parts of the course.

Three periods a week for the first quarter.

EDUCATION 132A. Elementary Education—Grammar Grades.

This course is a continuation of the principles developed in Educational Psychology, and is a related part of a "unit course" in elementary education in which laws of learning, principles of teaching, and management factors are studied in relation to the curriculum of the grammar grades. Observation in the training schools constitutes a definite part of this and the other phases of this course. So far as practicable, students are given apprenticeship experience in the training schools before they begin their actual teaching experience.

This course, or the corresponding primary grades course, is required of all students for the Elementary and Normal Professional Certificates.

Three periods a week for the second quarter.

EDUCATION 132B. Grammar Grades—English.

The purpose in this part of the unit course is to develop with the students the underlying principles in the teaching of reading, oral and written composition, literature, spelling and penmanship in the grammar grades. The work of the quarter is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free class-room discussion is conducted and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, means for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice.

Three periods a week for the second quarter.

EDUCATION 132C. Grammar Grades—History-Geography continued.

The regional and climatic geography of the first quarter is here applied to a study of each of the continents. First, regional and climatic geography are studied in relation to the human geography (peoples—their customs, habits, occupations, industry, and commerce), and the history of North and South America. Starting from their commercial relations with the United States, the continents of the Old World (Asia, Europe, and Africa), are studied in relation to human geography. The use of the State Elementary Course of Study and the methods of Education 131A are continued. Course of Study and the methods of Education 131A are continued. Observation and demonstration lessons in the Training School.

Three periods a week for the second quarter plus one period of observation.

EDUCATION 133. Grammar Grades—Citizenship.

The background of Education 131A-132C is here applied to the ordinary problems of community civics. Specific problems

of citizenship are worked out in their historical settings by various groups of students, and reported for class discussion. For example: functions of local government; local rural and city social and economic problems; functions of Virginia State government; Virginia school system; social and economic problems of Virginia; functions of the national government; the United States constitution; the family; industrial problems; agriculture; etc. The State Elementary Course of Study is used as a guide in the selection and organization of material. The methods of Education 132C are continued.

Three periods a week for the third quarter.

SECOND YEAR

EDUCATION 201A-202A-203A. **Educational Sociology.**

This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy. Phases of mal-adjustment in the social order are considered from the standpoint of a remedial program. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the various vocations, arts, religion, and right living are emphasized throughout the course.

Five periods a week for the first quarter. Repeated in the second and third quarters.

EDUCATION 201B-202B-203B. **Rural Sociology.**

This course aims to develop an understanding and appreciation of the social problems of the community having a population of 2,500 or less. The following are some of the topics for consideration: health and sanitation, morality, migration, poverty, lack of co-operation, scientific methods of farming, co-operative marketing, bad roads, leagues and parent-teacher associations, boys and girls clubs, the home, the church, and the school. At least one rural community will be the object of a detailed study. Lectures, readings, and special reports.

Five periods a week for the first quarter. Repeated the second and third quarters.

EDUCATION 211-212-213. History of Education.

In this course a brief survey is made of the development of the educational system from primitive times to present day. The contributions of the past to our present educational system are evaluated. It is the aim of the course to develop a deeper appreciation of present-day educational institutions and practices. The status of the teacher throughout the ages is considered. Especial attention is given to the evolution of the modern conception of education through the Humanistic, Realistic, Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Milton, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Dewey, and others. The history of education in Virginia, as well as its present status is studied during the latter part of the quarter.

Five periods a week for the first quarter. Repeated for the second and third quarters.

EDUCATION 223. Principles of Secondary Education.

The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies: the real educational and disciplinary value of a subject; and the best methods of study and teaching.

Three periods a week for the third quarter.

EDUCATION 231-233. Tests and Measurements.

This course deals with the scientific aspects of teaching. A study of procedure in measuring, classifying, and grading students is made. Much practice is given in scoring tests, determining the measures of central tendency—of variability—and in finding correlations. The results of actual testing programs are presented graphically. The course should be of inestimable value to the classroom teacher, as well as to the supervisor and administrative official.

Five periods a week for the first quarter. Repeated for the third quarter.

EDUCATION 241-242-243. Practice Teaching.

Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training Schools form the basis for a course in practice teaching. This course is required of every candidate for a diploma in Courses I and II. Practice teaching is also given in Course III and Course IV, with special attention to subjects in which students are majoring. Its purpose is to give to the student-teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Every student in Courses I and II teaches for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Students in Course III and Course IV do practice teaching in the third and fourth years of the course. Educational tests are given during the teaching term, thus assuring acquaintance of students with the tests, and giving them a scientific basis for grading their students.

EDUCATION 251-252-253. Conference.

Three hours each week are set aside for Training School Supervisors to meet the student teachers in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teacher and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching sections. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods a week for the first, second and third quarters for teaching students.

THIRD YEAR**EDUCATION 301-302. History of Education.**

The material in this course is approximately the same as in Education 211-212-213, but the economic and social background is considered as causes of the resulting educational system.

Five periods a week for the first quarter. Repeated for the second quarter.

EDUCATION 303. Philosophy of Education.

This course treats of the factors making for civilization—the home, the school, the vocation, the state, the church, etc. The subject of education is approached from the scientific viewpoint. The course aims to determine the real place of education in society, the content of the curriculum, the best methods of procedure and to give a broader conception of the field of education—to apply more of the scientific and less of mere opinion to our educational process.

Text: Dewey, *Democracy and Education*; Chapman and Counts, *Principles of Education*; Kilpatrick, *Foundations of Method*; and other texts on each of the phases of education studied.

Three periods a week for the third quarter.

EDUCATION 311-312. Practice Teaching.

Degree courses. Students in Course III and Course IV do teaching in the third and fourth years of the courses in which they are majoring. So far as practicable this work is done under conditions similar to those under which graduates will likely teach after completing their course. In addition to this, practical work is made a part of all the courses.

Eight periods a week for the first or second quarter.

FOURTH YEAR**EDUCATION 401. School Administration.**

This course aims to consider the present status and tendencies in organization and administration of school systems. The duties and responsibilities of all in the organization from the Superintendent to the janitor are carefully studied. Comparisons are made between the existing school system of Virginia and what is considered to be an ideal system. The larger problems as they affect the school are taken up from the point of view of the state, city, and county school organization and administration.

Three periods a week for the first quarter.

EDUCATION 402. School Supervision.

Consideration is given to the objectives of school supervision; prevailing practices; special training required; technique of classroom visitation; improving instruction; stimulating initiative

and professional growth; functions of teachers' meetings, extra class activities; and teacher rating. The course is differentiated so as to meet the needs of both those interested in elementary education and those interested in the secondary field.

Three periods a week for the second quarter.

EDUCATION 403. Practice Teaching.

Degree courses. In the four year courses students do six hours teaching in the subjects in which they are majoring. So far as practicable this work is done under conditions similar to those under which graduates will likely teach after completing the course. In addition to this, practical work is made a part of all the courses.

Six periods a week for the third quarter.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, and Physical Education.

See these departments for full statements of courses.

ENGLISH

Every department of instruction in the College is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it.

At the opening of the first quarter, two diagnostic tests are given in an attempt to discover for each entering student, first of all, her knowledge of the fundamentals of English, and, then, her ability to use this knowledge in her oral and written composition. On the basis of these tests, each student is placed in a class where her individual needs can be most effectively met.

Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

Students who fail to show a reasonable standard of proficiency in English Fundamentals are required to take extra work, without credit, until such standard is reached.

Subjects required for a major in English:

First year:	English 111-112-113.....	9 quarter hours
	English 131-132-133.....	11 quarter hours
Second year:	English 252-253.....	6 quarter hours
	English 222.....	3 quarter hours
Third year:	English 312 or	
	English 313.....	3 quarter hours
Fourth year:	English 402.....	3 quarter hours
Subjects required for a minor in English:		
First year:	English 111-112-113.....	9 quarter hours
	English 131-132-133.....	11 quarter hours
Second year:	English 252-253.....	6 quarter hours

ENGLISH 101A. History and Development of the English Language. Primary and Grammar Grades.

This course is intended for those students who show, in the preliminary tests, no need for intensive technical drill in the fundamentals of English. Through a study of the history and development of the English Language, the student acquires a wide margin of material leading her to build up right attitudes toward her own use of English and toward the teaching of English fundamentals. To make the course as practical as possible, there are many oral and written reports through which each student is helped to discover her weaknesses in sentence sense, punctuation, spelling, pronunciation, and in the use of accepted grammatical forms. On the basis of the student's actual errors, there is repeated exercise in discovering the reason for the weakness, in substituting correct forms, and in discussing the teaching problems involved.

Text: Cross, Fundamentals in English, Part I.

Three periods a week for the first quarter.

ENGLISH 101B. English Fundamentals.

This course is for those students who need, as shown by the tests, intensive study in the fundamentals of English. There is at least one theme a week carefully examined and returned. The purpose of the themes is to help each student discover her own weaknesses, and to feel, through this discovery, a need for knowing those principles of grammar which are useful in building up good habits in both oral and written English. To meet these individual needs, the course provides for a thorough study of all the elements of sentence structure, and for repeated drill in substituting correct forms for the student's actual errors. The major emphasis is on the immediate and constant use of the correct forms in all speaking and writing.

While this intensive study of English Fundamentals is particularly stressed during the first quarter, the principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the first year.

Three periods a week for the first quarter.

ENGLISH 102A. Review of Fundamentals. Primary and Grammar Grades.

This course grows out of the work in English 101. There is a thorough study of the fundamentals of English grammar including the minimal essentials which the pupil should know and the wider knowledge which the teacher should have. This work is motivated by a study of the development of grammar teaching in the schools, and is followed by a discussion of the aims in teaching grammar, the psychology of grammar teaching, and tests and devices for measuring the results of English teaching. The course continues to develop right attitudes toward good usage. The student is encouraged to apply immediately and constantly, in all speaking and writing, her increasing knowledge of accepted grammatical usage.

In addition to many short themes, there is one long theme calling for the proper use of library facilities, the logical organization of material gathered from various sources, and the proper method of making an outline and a bibliography.

Text: Cross, Fundamentals in English, Part II.

Three periods a week for the second quarter.

ENGLISH 102B. Composition for Primary and Grammar Grades.

This course aims to give the student an opportunity to apply more extensively the principles learned in English 101. There are many short themes in an attempt to help the student get her knowledge of correct and effective sentence structure over into her habits. In addition to this, there is considerable time given to the logical organization first, of one long theme calling for the proper use of library facilities and the proper method of making a bibliography and an outline.

Three periods a week for the second quarter.

ENGLISH 103A. Children's Literature. Primary Grades.

Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the primary grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods a week for the third quarter.

ENGLISH 103B. Children's Literature. Grammar Grades.

Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the grammar grades and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods a week for the third quarter.

ENGLISH 111A-111B. The History and Development of The English Language. High School.

Same as English 101A.

Text: Cross, Fundamentals in English, Part I.

Three periods a week for the first quarter.

ENGLISH 112A-112B. Review of Fundamentals. High School.

Same as English 102A.

Text: Cross, Fundamentals in English, Part II.

Three periods a week for the second quarter.

ENGLISH 113. Advanced Composition. High School.

This course aims to give the student training in logical organization and effective expression in both oral and written composition. The course includes practice in handling the four forms of expression. Considerable attention is given to journalistic writing. Emphasis is placed upon the editorial, the news report, the feature article, and other forms of journalism needed by editors and reporters of school papers and annuals.

Three periods a week for the third quarter.

ENGLISH 131. A Survey of English Literature.

This course provides for a survey of English Literature from the Anglo-Saxon period to the beginning of the Romantic Movement. Historical, social, and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through the study of the history of literature as such.

Text: Watt-Munn, Ideas and Forms of English and American Literature.

Three periods a week for the first quarter.

ENGLISH 132. A Survey of English Literature.

This course provides for a survey of English Literature from the beginning of the Romantic movement to the present.

Pre-requisite: English 131.

Text: Watt-Munn, Ideas and Forms of English and American Literature.

Three periods a week for the second quarter.

ENGLISH 133. A Survey of American Literature.

In this course the emphasis is on the literature of the nineteenth and twentieth centuries. The aim of the course is similar to that of English 131-132. There is a constant comparison of American literature with English literature of the same period and of preceding periods.

Pre-requisite: English 131-132.

Text: Norman Foerster, American Poetry and Prose.

Five periods a week for the third quarter.

SECOND YEAR

ENGLISH 201-202-203. Literature for the Primary and Grammar Grades.

The purpose of this course is to give some background work in both English and American literature of a type related to, but of a more advanced character, than that taken up in the first year under the heading of Children's Literature. The major emphasis is on the outstanding writers of nineteenth century literature. The work is intended to bear directly on the needs of prospective elementary school teachers.

Three periods a week for the first quarter. Repeated for the second and third quarters.

ENGLISH 211-212-213. Oral Reading.

This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any restriction and to remedy any speech defect.

Three periods a week for the first quarter. Repeated for the second and third quarters.

ENGLISH 221-222. Contemporary Literature.

This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England, and to a limited extent in Europe. This course is a survey of poetry and drama.

Three periods a week for the first quarter. Repeated for the second quarter.

ENGLISH 232-233. Contemporary Literature.

This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England, and, to a limited extent, in Europe. This course is a survey of the short story and the novel.

Three periods a week for the second quarter. Repeated for the third quarter.

ENGLISH 241. Contemporary Literature.

Same as English 221.

Three periods a week for the first quarter.

ENGLISH 242. Contemporary Literature.

Same as English 232.

Three periods a week for the second quarter.

ENGLISH 252. Shakespeare's Comedies.

This course aims to acquaint the student with eight or ten of the best comedies of Shakespeare; it also aims to give the student a comprehensive idea of the social background of Elizabethan England and of the history and development of the drama up to the time of Shakespeare. The comedies are read rapidly with the chief emphasis upon an understanding and appreciation of the story and the characters, but with some attention to structural details.

Text: Brooke-Cunliffe-McCracken, Shakespeare's Principal Plays.

Three periods a week for the second quarter.

ENGLISH 253. Shakespeare's Tragedies.

This course offers an intensive study of six of Shakespeare's best tragedies. In the study of both the tragedies and the comedies, attention is given to the source material and to the stage history of the play.

Pre-requisite: English 252.

Text: Brooke-Cunliffe-MacCracken, Shakespeare's Principal Plays.

Three periods a week for the third quarter.

THIRD YEAR

ENGLISH 301. A Survey of English Literature.

Same as English 131.

Three periods a week for the first quarter.

ENGLISH 302. A Survey of English Literature.

Same as English 132.

Three periods a week for the second quarter.

ENGLISH 303. A Survey of American Literature.

Same as English 133.

Three periods a week for the third quarter.

ENGLISH 311. Reading and Public Speaking.

Material is selected for reading that will enrich the mind in all its faculties, give training in the elements of vocal expression, and develop a voice to respond to thought and feeling.

Three periods a week for the first quarter.

ENGLISH 312. Tennyson.

This course aims to give an appreciative study of Tennyson, the master artist in rhythm and melody, in relation to his period and to modern life.

Three periods a week for the second quarter.

ENGLISH 313. Browning.

This course gives an appreciative and interpretative study of the mind and art of Robert Browning. Oral interpretation of Browning is required.

Three periods a week for the third quarter.

FOURTH YEAR**ENGLISH 401. Poetry.**

This course is designed to offer to students a more comprehensive study of the works of outstanding poets of the Nineteenth Century, both English and American. The class work includes discussions and reports on assigned readings.

Three periods a week for the first quarter.

ENGLISH 402. The Novel.

This course is designed to offer to students a more comprehensive study of the works of outstanding English and American novelists of the Nineteenth Century. The class work includes discussions and reports on assigned readings.

Three periods a week for the second quarter.

ENGLISH 403. Twentieth Century Biography and Essay.

The object of this course is two-fold. The course aims to arouse an interest in the important men and women and the important events of today. It also aims to acquaint the student with the chief characteristics of biography, autobiography, the literary essay, and the magazine article as popular forms of contemporary literature.

Three periods a week for the third quarter.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Teachers College, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

Students who choose Mathematics as a major subject are required to take at least the following courses:

First Year: Mathematics 101-102-103..12 quarter hours
Second Year: Mathematics 201-202-203..10 quarter hours
Third Year: Mathematics 301-302..... 6 quarter hours

The minor requirement is the work of the first two years listed above.

FIRST YEAR

MATHEMATICS 101-102-103. High School Mathematics.

MATHEMATICS 101. Advanced Arithmetic.

This course is not a review of graded arithmetic, but is an advanced course based upon business problems and acquaints the students with laws, customs, and forms of business.

Texts: To be selected.

Four periods a week for the first quarter.

MATHEMATICS 102. College Algebra.

This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a High School course. Approved method of presentation accompany the work.

Text: Siccloff & Smith, College Algebra.

Four periods a week for the second quarter.

MATHEMATICS 103. College Algebra.

This is a continuation of Mathematics 102.

Text: Siccloff & Smith, College Algebra.

Four periods a week for the third quarter.

MATHEMATICS 111. Commercial Arithmetic.

This course is not a review of graded arithmetic, but is an advanced course based upon business problems and acquaints the students with laws, customs, and forms of business.

Text: Miner-Elwell-Touton, Business Arithmetic.

Reference: Mathematics of Investment, Hart.

Four periods a week for the first quarter.

SECOND YEAR**MATHEMATICS 201. Teaching High School Mathematics.**

The typical parts of Algebra and Geometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on assigned readings, discussions, and examination of text-books forms a part of this course.

Text: Schultze, The Teaching of Mathematics in Secondary Schools.

Three periods a week for the first quarter.

MATHEMATICS 202. Solid Geometry.

Text: Wells and Hart, Solid Geometry.

Four periods a week for the second quarter.

MATHEMATICS 203. Trigonometry.

This course is accompanied by practical application to field work.

Text: Robins, Plane Trigonometry.

Three periods a week for the third quarter.

MATHEMATICS 212-213. Advanced Grade Arithmetic.

This is an advanced course in Grade Arithmetic with the major emphasis on social business practices, and undertakes to acquaint the student with simple laws, customs, business forms, budgets, and the keeping of personal accounts. The teaching of this subject in the grades is kept constantly in mind in giving the course.

Three periods a week for the second quarter. Repeated for the third quarter.

THIRD YEAR**MATHEMATICS 301. Analytic Geometry.**

Text: Smith and Gale, New Analytic Geometry.

Three periods a week for the first quarter.

MATHEMATICS 302. Analytic Geometry.

A continuation of 301.

Text: Smith and Gale, New Analytic Geometry.

Three periods a week for the second quarter.

MATHEMATICS 303. History of Mathematics.

Text: Histories of Mathematics and library references.

Three periods a week for the third quarter.

FOURTH YEAR**MATHEMATICS 401. Differential and Integral Calculus.**

Text: Davis and Brenke, The Calculus.

Three periods a week for the first quarter.

MATHEMATICS 402. Differential and Integral Calculus.

Continuation of 401.

Text: Davis and Brenke, *The Calculus*.

Three periods a week for the second quarter.

MATHEMATICS 403. Analytic Geometry of Space.

Three periods a week for the third quarter.

SCIENCE

This department offers courses in Nature Study, General Science, Biology, Chemistry, and Physics.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

FIRST YEAR**SCIENCE 101. Nature Study. Fall Quarter.**

This course includes a study of plants and animals, including wild flowers, trees, shrubs, insects, and birds. Emphasis is placed upon identification, adaptation to environment and relationship to man.

Laboratory fee, 75 cents.

One single and one double period a week for the first quarter.

SCIENCE 102. Nature Study. Winter Quarter.

This course deals with methods of teaching Nature Study in the primary and grammar grades. Using the Course of Study for the Virginia Elementary Schools as a basis, projects are worked out dealing with the psychological selection and presentation of material and the correlation of Nature Study with the other subjects of the grades.

One single and one double period a week for the second quarter.

SCIENCE 103. Nature Study. Spring Quarter.

This quarter offers an intimate study of birds, spring flowers, trees, and insects. School gardening is an important phase of the work.

Laboratory fee, 75 cents.

One single and one double period a week for the third quarter.

SCIENCE 111-112-113. General Science.

This course is intended for those preparing to teach General Science in high schools. In addition to the study of standard texts, the work embraces projects, excursions, reports, lecture demonstrations, laboratory work, and practical experience in conducting, designing and equipping a school laboratory.

Text: To be selected.

Two single and two double periods a week for the session.

Laboratory fee, \$1.50 a quarter.

SECOND YEAR**SCIENCE 201. General Botany. Fall Quarter.**

The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject-matter through lecture, recitation, and the laboratory.

Laboratory fee, \$1.50.

Two single and two double periods a week for the first quarter.

SCIENCE 202. General Zoology. Winter Quarter.

This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the inter-dependence of animals and man.

Laboratory fee, \$2.00.

Two single and two double periods a week for the second quarter.

SCIENCE 203. Plant Physiology. Spring Quarter.

This course deals with the physics and chemistry of the living plant. All applications are made to agricultural practice. The aim is to give the student a knowledge of the fundamental principles of life and at the same time, through the applications, to make it practical.

Laboratory fee, \$2.00.

Two single and two double periods a week for the third quarter.

SCIENCE 211-212-213. General Chemistry.

This is a course for students who have had no previous chemical training. The course is designed to bring out the relation between the fundamental principles of chemistry and their applications, and to especially emphasize the applications of chemistry to things of practical interest in the home and in the commercial world. Special laboratory work will be arranged to meet the needs of students in Home Economics.

Text: McPherson and Henderson, *An Elementary Study of Chemistry*.

Two single and two double periods a week for the session.

Laboratory fee, \$2.00 a quarter.

THIRD YEAR**SCIENCE 301-302-303. Organic Chemistry.**

This course aims to give an introduction to the most important of the carbon compounds. The laboratory work consists in the preparation and study of typical aliphatic and aromatic compounds.

Text: To be selected.

Two single and two double periods a week for the session.

Pre-requisite: One session of college general inorganic chemistry.

FOURTH YEAR**SCIENCE 401-402-403. General Physics.**

This course aims to give a thorough elementary knowledge of Mechanics, Heat, Sound, Light and Electricity. Instruction is by means of lecture, lecture demonstration, and individual laboratory work by the students.

Text: To be selected.

Two single and two double periods a week for the session.

Laboratory fee, \$1.00 per quarter.

SOCIAL SCIENCES

NOTE: Geography, History, and Citizenship courses are listed under Education for the Elementary Grades.

The following courses are required for majoring and minoring in the History and Social Science Department:

For a major: First year: Contemporary Civilization 111.
American History and Citizenship 112-113.

Second year: Ancient History 201 or Medieval History 202, and Modern Europe 203.

Third year: Modern History 311-312-313.

Fourth year: Three additional courses in History or Social Science.

For a minor: First year: Contemporary Civilization 111,
American History and Citizenship 112-113.

Second year: Ancient History 201 or Medieval History 202, and Modern Europe 203.

Third year: Modern History 311-312-313.

FIRST YEAR

SOCIAL SCIENCE 111-112-113. **History and Citizenship.**

The purpose of this course is to give the student a basis for social science courses that follow and insure a broad social outlook. It deals with the characteristics of contemporary civilization which dominate the economic, cultural, and political life of today. Special emphasis is placed upon English and American History. The pregnant problems with which every good citizen ought to be conversant, receive discussion in the last quarter.

SOCIAL SCIENCE 111. **Contemporary Civilization.**

A study of the origin and distribution of contemporary races; the nature of human institutions; historic background and basis of the family; economic institutions; the commercial and industrial revolutions; transfer of British economic institutions to America; the state; nationalism and imperialism; international organization and cultural sympathy; the educational process and its social significance; increase in popular participation in government.

Five periods a week for the first quarter.

SOCIAL SCIENCE 112. Epochs of American History.

While attention is given to chronological history, problems of American democracy and the evolution of American institutions and political doctrines are given chief attention. The work is a systematic college course to provide a background for teaching in elementary and high schools.

Five periods a week for the second quarter.

SOCIAL SCIENCE 113. Citizenship.

The ordinary problems of government developed in course 112 here receive a wider treatment in the forms and powers of government. The United States constitution receives attention. Current political, social and economic problems are intensively studied by debates, problems, reports and discussions from periodicals. The development of good citizenship is stressed. Students subscribe for one periodical for the duration of the course.

Library reference work.

Three periods a week for the third quarter.

SECOND YEAR**SOCIAL SCIENCE 201-202-203. European History.**

This course covers from the prehistoric period to 1815 A. D. A collegiate course for either major or minor in history.

SOCIAL SCIENCE 201. Early European History.

To the "fall" of the Roman Empire.

Three periods a week for the first quarter.

SOCIAL SCIENCE 202. Early European History.

From the Germanic invasions to the Reformation (1517).

Three periods a week for the second quarter.

SOCIAL SCIENCE 203. Early Modern European History.

From the Reformation to the Congress of Vienna (1815).

Three periods a week for the third quarter.

SOCIAL SCIENCE 231-232. American History.

For the Elementary Grades. This course in U. S. History specially adapts the subject-matter for those teaching the elementary grades. 232 is a repetition of 231 for teaching seniors.

Three periods a week for the first and second quarters.

SOCIAL SCIENCE 242-243. Social Geography.

In this course the student makes an intensive study of social and economic conditions of the various nations, and of the influence of geographic factors in bringing about these conditions. Emphasis is placed upon the interdependence of these nations upon one another. The purpose is to show the close relationship that exists between all the nations of the world as a result of the overcoming of physical barriers by modern means of transportation and communication.

Three periods a week for the second quarter. Repeated for the third quarter.

THIRD YEAR**SOCIAL SCIENCE 301-302. Social and Industrial History of England and the United States.**

This course deals with the development of invention and the change from the domestic to the factory system of production. It exhibits in some detail the change in our economic organization in agriculture, commerce, industry, and finance, which came about as the result of the Industrial Revolution. The lines of development in England and the Continent of Europe during the Nineteenth Century will show the influence of these factors on the modern world. The special development of these forces in the creation of a new empire in America will be treated in considerable detail.

Three periods a week for the first and second quarters.

SOCIAL SCIENCE 311-312-313. Modern History.

The Nineteenth Century and the Twentieth Century. Beginning with the Industrial Revolution (1793), this course develops the intricate problems of modern civilization. Historical research is a required part of this course.

Prerequisites: Social Science 201-202-203, or its equivalent.

SOCIAL SCIENCE 311. Nineteenth Century.

The period of nationalism and democracy to the Third Republic (1870).

Three periods a week for the first quarter.

SOCIAL SCIENCE 312. Nineteenth-Twentieth Centuries.

The period of capitalistic imperialism. (1870-1914.)

Three periods a week for the second quarter.

SOCIAL SCIENCE 313. Modern Trends.

Problems growing out of the World War, 1914 to date. Study of source of materials from current books and periodicals.

Three periods a week for the third quarter.

FOURTH YEAR**SOCIAL SCIENCE 401-402-403. Principles of Economics.**

This course is an advanced study in the theory of Economics. The theories of material values, the principles underlying the mediums of business intercourse, and the relations of theory to practice as applied to modern business organization and to educational sociology are treated in some detail.

SOCIAL SCIENCE 401.

The first quarter takes up human wants in relation to wealth and exchange. The production of wealth ensues in a study of Capital, Rent and Interest.

Three periods a week for the first quarter.

SOCIAL SCIENCE 402.

The second quarter considers the human factor in production: labor, wages, contract, and the place of the producer in the economic scheme. From the standpoint of enterprise, the study considers costs, profits, monopolies, manipulation and prices. Some attention is given to international relations as bearing on the internal economic structure.

Three periods a week for the second quarter.

SOCIAL SCIENCE 403.

The third quarter treats the social aspects of economic relations. The theory of property and inheritance, income and consumption, ownership, government and taxation, banking, transportation, and the economic future of society.

Three periods a week for the third quarter.

SOCIAL SCIENCE 411-412. Sociology.

The principles of pure Sociology are studied as a background for applied Sociology.

SOCIAL SCIENCE 411. Pure Sociology.

The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study.

Three periods a week for the first quarter.

SOCIAL SCIENCE 412. Applied Sociology.

The principles studied in pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first hand investigations include group studies of local industries, local social problems, and methods of scoring social activities. These first hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to every day life.

Three periods a week for the second quarter.

EQUIPMENT: The department is well equipped for its work. A special room is fitted with ample laboratory equipment and an atmosphere of socialized study. The equipment includes specimens of minerals, political, topographical and blackboard outline maps, historical maps in series, desk maps, globes and planetariums, a complete collection of 1,200 specimens arranged under 38 topics, 18 special industrial collections, illustrating manufacturing processes, two baloptican lanterns, one stationary and one portable with 500 slides and capacity for showing printed pictures, 48 completely illustrated and bound projects for class and Training School uses; a special juvenile library for history and geography study; and a growing collection of over 6,000 pictures gathered by students, supervisors and pupils in the Training School. The College also owns a moving picture machine which is used for educational purposes.

LATIN

In the Latin courses, stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized.

FIRST YEAR

LANGUAGE 111-112-113. **Latin.**

This course includes an intensive study of Caesar with selections from Books V, VI, VII; Caesar's writings from a literary and historical standpoint; a study of the Roman Oration, its structure; the influence of Cicero's oratory, readings from the Orations; Roman epic poetry as typified in Virgil's Aeneid, study of the hexameter, Roman mythology and religion, life of Virgil; sight reading.

Pre-requisite: Two years of high school Latin.

Three periods a week for the session.

SECOND YEAR

LANGUAGE 211-212-213. **Principles of Teaching Latin.**

The major emphasis in this course is on the fundamental principles underlying the teaching of Latin in the high school. It includes an intensive study of modern methods, special methods for each year, the acquisition of a vocabulary, English derivatives, the Latin curriculum of the state, examination of text books, reference books, maps, pictures, etc., for class room use. Content is stressed as well as method and readings are selected from various Roman writers. The study of the Life and Literature of the Romans, included in this course, furnishes a desirable background for the prospective teacher of Latin.

Pre-requisite: Latin 111-112-113.

Three periods a week for the session.

THIRD YEAR

LANGUAGE 311-312-313. **Latin.**

An advanced course in which attention is given to Roman history, with selections from Livy and Tacitus; and to Roman lyric poetry, with selections from the Odes of Horace. Parallel readings in Latin and English are required.

Pre-requisite: Latin 211-212-213.

Three periods a week for the session.

FOURTH YEAR

LANGUAGE 411-412-413. **Latin.**

This course includes selected essays of Cicero—*De Amicitia*, *De Senectute*, and others; Roman Comedy, with selections from the plays of Plautus and Terence.

Pre-requisite: Latin 311-312-313.

Three periods a week for the session.

FRENCH

The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French and is given courses preparatory to teaching French in the high schools of the state.

FIRST YEAR

LANGUAGE 101-102-103. **French.**

A study of practical French phonetics, grammar, written and oral composition, with readings from the works of Daudet, Merimee, Dumas, and other French writers.

Pre-requisites: Two years of high school French.

Three periods a week for the session.

SECOND YEAR

LANGUAGE 201-202-203. **French.**

Problems of teaching French, with special attention to the Direct Method, to the teaching of pronunciation, phonetics, and grammar; a study of class room realia, the State curriculum for French in the high schools, examination of text books, etc. This is also a continuation course in advanced readings in French literature.

Pre-requisites: French 101-102-103.

Three periods a week for the session.

THIRD YEAR

LANGUAGE 301-302-303. **French.**

A resumé of French History and a survey of French Literature by centuries, with illustrative readings from the most representative writers of each period.

Pre-requisites: French 201-202-203.

Three periods a week for the session.

FOURTH YEAR

LANGUAGE 401-402-403. **French.**

This course includes an intensive study of classicism, with emphasis on the theatres of Moliere, Corneille, and Racine; the Romantic Movement, stressing the works of Victor Hugo; and Contemporary Literature as represented in the novel, the drama, and poetry.

Pre-requisite: French 301-302-303.

Three periods a week for the session.

HOME ECONOMICS

The course in Home Economics includes subjects dealing with food, clothing, and shelter as related to the welfare of the home. These courses are planned to meet the needs of students who may become teachers of these subjects in the schools; and to train students to become efficient home-makers.

The health and happiness of a home depends upon the knowledge and skill of the woman who has the home in her keeping; her ideals of home life; and her ability to carry these out in a practical scientific way. Hence, the courses in foods, textile study, dressmaking, millinery, home nursing, and home management are given with these specific aims in mind—to develop ideals of better home-life by a knowledge of true economy in the selection of foods and textile materials used in the home; by practical training in menu-making from a health standpoint, as well as attractiveness of service; in the practical processes of sewing and dressmaking; and the study of problems connected with efficiency in home management; and study of school lunches.

Open to all students who elect Course III.

All students who enter Food Classes are required to have at least two white uniforms.

FIRST YEAR

HOME ECONOMICS 101-102-103. **Foods and Cookery.**

This course is a beginning study of foods from the standpoints of composition, nutritive value and place in the diet. Practice is given in applying the principles of cookery to carbo-hydrates, fats, proteins and foods containing mineral salts, water and vitamins. Simple meals are planned, prepared, and served. Actual practice in marketing is included.

Open to students electing Course III.

Fee, \$1.50 each quarter.

One single and two double periods a week for the session.

HOME ECONOMICS 111-112-113. Clothing.

This course includes the study of cotton and linen; manufacture and character of the fibers, their cost and adaptability in garment-making; a study of the fundamental stitches; of commercial patterns; practice in both hand and machine sewing in the making of undergarments, simple dresses; and infants' and children's clothing.

Open to students electing Course III.

Fee, \$.50 each quarter.

One single and two double periods a week for the session.

HOME ECONOMICS 122. Home Nursing and Care and Feeding of Children.

The aim of this course is to give helpful suggestions on the home care of the sick; first aid work included; and to make a study of the baby, his care, clothing and diet, followed by a study of the child at different ages, the diet best adapted to his growth at each age and the preparation in the foods laboratory of foods for children. The school lunch-box, the hot school lunch and food for the adolescent are considered.

Text: American Red Cross Text Book on Home Hygiene and Care of the Sick.

Three single periods a week for the second quarter.

HOME ECONOMICS 123: Teaching Home Economics.

This course is designed to give a study of special methods in the teaching of Home Economics.

Text: Teaching Home Economics, by Cooley, Winchell, Spohr and Marshall.

Three single periods a week for the second quarter.

SECOND YEAR**HOME ECONOMICS 201-202-203. Foods and Cookery.**

This course includes a study of the problems of well-balanced meals; and menu-making for breakfasts, luncheons and dinners. The various methods of preparation and garnishing of foods is emphasized. The different styles of Table Service are used in the actual serving of varied menus for breakfasts, for luncheons, and for dinners. Effort is made to develop initiative and skill

of students in applying principles of cookery with successful results. Practical experience in large quantity cookery embraced in estimating, planning and serving faculty dinners. This course includes Home Management.

Open to students who have had Foods and Cookery 101-102-103, or its equivalent.

Lectures, laboratory work and reference reading.

Text: Fannie M. Farmer, Boston Cooking-School Cook Book.

Fee, \$2.00 each quarter.

Two double periods a week for three quarters.

HOME ECONOMICS 211-212-213. **Clothing.**

Principles of design are emphasized in the choosing of materials and the selection of patterns, suitable to the wearer and to the occasion. Practice is given in accurate measurements, drafting patterns, economical cutting and fitting. Particular attention is given to the study and use of silk and artificial silk; the adaptability of the finer cotton and silk materials to undergarments and dresses; study of wool and use of woollen materials in making clothing. Millinery in the third quarter.

Open to students who have had Clothing 111-112-113.

Fee, \$.50 each quarter.

Two double periods a week for the session.

FINE ARTS

The Art School trains the professional artist—the public school should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The purpose of the art courses in this College is to acquaint the student with the principles of art, and at the same time to apply and adapt these principles to public school needs.

FIRST YEAR

ARTS 101. **Fine Arts.**

A study of the fundamental principles of drawing and design through line, dark and light, and color. Topics: Principles of design; simple design problems; lettering; principles of perspective; object drawing; imaginative designs; elements of art appreciation.

Two double periods a week for the first quarter.

Fee, \$1.00.

ARTS 102. Fine Arts.

Continuation of 101 with specific application to primary grade work.

Two double periods a week for the second quarter.

Fee, \$1.00.

ARTS 112. Fine Arts.

A study of the fundamental principles of drawing and design through line, dark and light, and color. Topics: Principles of design; simple design problems; lettering; principles of perspective; object drawing; imaginative designs; elements of art appreciation.

Two double periods a week for the second quarter.

Fee, \$1.00.

ARTS 113. Fine Arts.

Continuation of 112 with specific application to grammar grade work.

Two double periods a week for the third quarter.

Fee, \$1.00.

SECOND YEAR**ARTS 201-202. Art Appreciation.**

A beginning course in the appreciation of masterpieces of architecture, sculpture and painting. Topics: The qualities common to all forms of art; the artist; a brief survey of art through the ages. Required in Courses I and II. Elective in Course III.

Two single periods a week for the first quarter. Repeated for the second quarter.

Fee, 75c.

ARTS 211-212. Drawing and Design.

Topics: Color study; decorative composition; figure sketching; lettering and poster-making; applied design.

Three double periods a week for the first quarter. Repeated for the second quarter.

Fee, \$2.00.

ARTS 222-223. Advanced Drawing and Design.

Topics: Pencil sketching; creative design; drawing for reproduction.

Pre-requisite: Fine Arts 211 or 212.

Two double periods a week for the second quarter. Repeated for the third quarter.

Fee, \$1.50.

THIRD YEAR**ARTS 301. Applied Design.**

Problems in applied design. Mediums: Blockprinting, stenciling, batik, enamels, tie and dye.

Three double periods a week for the first quarter.

Fee, \$3.00.

ARTS 312. Costume Design.

A general consideration of the principles of design and color in relation to the selection of garments and their accessories.

Three single periods a week for the second quarter.

Fee, \$1.50.

ARTS 323. Home Decoration.

A general consideration of the principles of design and color as applied to the selection and arrangement of home furnishings.

Three single periods a week for the third quarter.

Fee, \$1.50.

FOURTH YEAR**ARTS 401. Art Education.**

Theory and practice of teaching fine and industrial arts in the grades and high school, including aims, place, relation to other subjects; observations and discussions.

Four single periods a week for the first quarter.

ARTS 412. Drawing and Design.

Special problems for advanced students in Fine Arts.

Arts 211 or 212 pre-requisite.

Arts 222 or 223 suggested pre-requisite.

Four double periods a week for the second quarter.

Fee, \$2.50.

ARTS 423. Advanced Art Appreciation.

An appreciative study of European and American painting; of Classical, Christian, Romanesque, Gothic, Renaissance, and modern architecture and sculpture.

Four single periods a week for the third quarter.

Fee, \$1.50.

MUSIC

The department offers two courses:

- (a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.
- (b) A more extensive course in Music leading to the Special Certificate for teaching Public School Music and Piano.

Prerequisites for the course leading to the special certificate in Music are:

- 1. An acceptable singing voice.
- 2. Ability to sing a familiar hymn without accompaniment.
- 3. Ability to play simple hymns and the major scale in any key.

FIRST YEAR**MUSIC 101-102-103. Teacher's Graded Course.**

This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually, suitable music for the first five grades.

MUSIC 101. Music.

This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Second Year Music; Third Year Music; Teacher's Manual Complete; Music Writing Book, Number I.

Two periods a week for the first quarter.

MUSIC 102. Music.

This course is a continuation of Music 101, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Teacher's Manual, Complete; Music Writing Book, Number II.

- Two periods a week for the second quarter.

MUSIC 103. Music.

This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music; Teacher's Manual, Complete; Music Writing Book, Number III.

Two periods a week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

MUSIC 111-112-113. History of Music and Current Events.

Outlines of Music and Musicians from the earlier musical attempts to the present time. Supplementary reading outlined. The various types of composition are illustrated by the use of the talking machine. A continuous course requiring three quarters for completion. It is necessary for the student to be familiar with current events.

Material: Stanford and Forsyth, A History of Music; Musical America is used as a text for the study of current events.

Three periods a week for the session.

MUSIC 121-122-123. Sight Singing and Dictation.

The aim of this course is to make the student proficient in reading at sight, either with the Latin syllables or with the text, the music in the standard texts used in the public schools; and through dictation, involving the study of tone and rhythm, to gain for the student the power to recognize, visualize, sing, and write melodic phrases in all keys. The necessity of training the ear through sight-singing and dictation is recognized as vital to successful work in music.

Texts: Standard Graded Course in School Music.

Two periods a week for the session.

MUSIC 131-132-133. Piano and Theory.

The scope of the work for the first year is as follows: the first eighteen theory lessons of the Progressive Series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year.

Two periods a week for the session.

MUSIC 141-142-143. Voice Training.

This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production, diction are studied.

At least one to two recitals are given each quarter.

Two half-hour periods of class work a week, plus one-half hour daily practice.

SECOND YEAR**MUSIC 202-203. Music Appreciation.**

This course provides a general knowledge of History of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is required.

Two periods a week for the second quarter. Repeated for the third quarter.

Fee, 50 cents.

MUSIC 211-212. Public School Music.

This course is a continuation of Public School Music 101-102-103, and takes up partially the work of the seventh grade, in which is included thorough study of the changing voice during adolescence.

Two periods a week for the first quarter; repeated in the second quarter.

MUSIC 222-223. Public School Music.

A continuation of Public School Music 211-212, in which the work of the seventh grade is completed.

Three periods a week for the second quarter. Repeated for the third quarter.

MUSIC 213. Theory of Music.

Construction of major, minor and chromatic scales, tetra-chords, key signatures, technical names of scale tones, intervals, analysis and location of triads, musical form, acoustics, etc.

Material (or text): Gherkins, Notation and Terminology of Music.

Two periods a week for the third quarter.

MUSIC 231-232-233. Piano and Theory.

The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year.

Two periods a week for the session.

MUSIC 241-242-243. Vocal Music.

Same as Vocal Music 141-142-143 except of a more advanced character.

Two-half hour periods of class work a week, plus one-half hour daily practice.

MUSIC 251-252-253. Music Appreciation.

This is a more extensive course than 202-203, providing a general knowledge of History of Music. The teaching of Music Appreciation in the grades and high school is studied. A notebook in connection with the course is required.

Two periods a week for the session.

MUSIC 261-262-263. Sight-Singing and Dictation.

A continuation of the sight-singing and dictation course offered in the first year. Completion of the course requires the ability to sing all intervals in major and minor keys, all chromatic tones, and to understand all kinds of meter and rhythms used in standard texts. Through dictation the musical memory is developed and the ability to write an entire phrase after one hearing is gained.

Three periods a week for the session.

Choral Club: The members of the Choral Club are selected by the director.

One period a week for the session.

Fee, 25 cents a quarter.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) to correct in so far as possible faults of posture and physical defects; (3) to acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

FIRST YEAR

PHYSICAL EDUCATION 101. **Songs and Games, Stories and Rhythmic Plays.**

In the first year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple folk-dances, some work in light apparatus, dumb-bells. All students participate in some form of athletics. For the first quarter hockey is the major sport, and inter-sectional games are played off with the Sophomores.

Three periods a week for the first quarter.

PHYSICAL EDUCATION 102. **Gym.**

This quarter is devoted to Physical Education suitable for the grammar grades. Exercises, marching, simple folk-dances, competitive games for the schoolroom and playground, wands, and some light and heavy apparatus are taught. Group games that can be given to a large mass are given, and athletics in the form of basketball and baseball are given and inter-sectional games played off.

Three periods a week for the second quarter.

PHYSICAL EDUCATION 103.

A continuation of Physical Education 101-102, but the work is more advanced, especially the folk-dances, marching tactics, and apparatus work. Athletics are participated in in the form of track and field events, and tennis. Dances for outdoor festivities are taught. This course covers the requirements of the West Law.

Three periods a week for the third quarter.

PHYSICAL EDUCATION. Special Course.

All Freshmen upon entering are given examinations and for those who are weak in rhythm so that the ordinary dances are difficult, there is provided a special course designed to bring the pupil up to standard by emphasizing rhythm work. This permits especial attention to the pupil that needs it and does not retard the pupil that enters with a well developed sense of rhythm, as would otherwise be the case.

PHYSICAL EDUCATION. Corrective Class.

This is designed to meet the needs of all pupils who enter with any physical defects, which are remedial by muscle training, In it are handled all cases of spinal curvature, such as lordosis, kyphosis, and scoliosis, and cases of fallen arches.

PHYSICAL EDUCATION 111-112. Anatomy and Kinesiology.

A fundamental course, designed to give a thorough acquaintance with the structure of the body and the action of the large muscle groups.

Three periods a week for the first and second quarters.

PHYSICAL EDUCATION 113. Physiology.

A course in the working and function of the human body, with particular reference to the various body processes to muscular exercise, respiration, digestion, circulation, metabolism, the nervous system and the organs of secretion.

Three periods a week for the third quarter.

SECOND YEAR**PRIMARY, GRAMMAR GRADE, AND HIGH SCHOOL GROUP****PHYSICAL EDUCATION 201-202.**

Work of a similar type to that given in the Freshman year, but of increased difficulty comprises that given in second year Physical Education work. It includes marching tactics, exercises, folk and clog dances, hockey, indoor baseball, basketball, and some light and heavy apparatus. It is handled both from the educational and recreational standpoint.

Three periods a week for the first quarter. Repeated for the second quarter.

PHYSICAL EDUCATION 212-213.

This is a continuation of the work given in Physical Education 201. Athletics given are basketball, baseball, track and field, tennis. Dances for outdoor festivals are taught. A mass Track Meet is participated in by all students, near the end of the third quarter.

Three periods a week for the second quarter. Repeated for the third quarter.

PHYSICAL EDUCATION 221. Practical Massage.

A course in the theory and purpose of massage, its effect on the vital organs, and instruction and practice in acquiring the technical strokes.

Text: Bohm's Massage.

Two periods a week for the first quarter.

PHYSICAL EDUCATION 223. Kinesiology.

The science of bodily movement. This course includes the study of the principal types of muscular exercise, with inquiry as to how they are performed, how they react on the body, and their relation to the problems of bodily movement, bodily efficiency and the prevention and cure of certain defects and deformities.

Text: Bowen's Applied Anatomy and Kinesiology.

Three periods a week for the third quarter.

PHYSICAL EDUCATION 231-232-233. Physical Education.

A course designed to give the Sophomore group which is majoring in Physical Education a more thorough and comprehensive knowledge of the skills, co-ordinations, rules, etc., than is required of those not majoring in this subject. The course includes folk, national, and clog dancing; track and field athletics; swimming and diving; team games, such as basketball, baseball, hockey; and instruction in marching tactics; floor work and apparatus.

Four periods a week for the session.

PHYSICAL EDUCATION 241-242-243. Special and Corrective.

This course is intended for all students who are unable to take the regular courses in gymnasium work; also for those students whose posture is below passing grade in addition to their regular

gymnasium work. Exercises to correct poor posture and to keep up general physical efficiency. Students unable to take regular gymnasium work are required in addition to observe and study the lessons given in the Freshman gymnasium classes and be able to teach that work, under supervision. One credit per quarter is given these students. This course together with Hygiene and Physical Inspection covers the requirements of the West Law for students unable to take the full physical education course.

Three periods a week for the session.

THIRD YEAR

PHYSICAL EDUCATION 301-302-303. **Athletics and Dancing.**

This course is for all third-year students. It includes hockey, baseball, tennis, basketball, swimming, track and field athletics, clog, folk and national dancing. The course is largely recreational in purpose and a part of the work will be optional supervised activity.

Two periods a week for the session.

PHYSICAL EDUCATION 311. **History and Principles of Physical Education.**

A study of the origin, ideals and modes of physical training and the physical life of the ancient, medieval, and modern periods.

Text: Leonard and McKenzie, History of Physical Education.

Three periods a week for the first quarter.

PHYSICAL EDUCATION 312-313. **Principles of Physical Education.**

This course takes up the whole philosophy of Physical Education, its aims, ideals and objectives, and takes into consideration the relations of the various systems of Physical Education in approaching these aims. The course also includes the organization and management of departments of Physical Education in a school or college.

Text: Dr. Williams, Organization and Administration of Physical Education.

Two periods a week for the second and third quarters.

PHYSICAL EDUCATION 321. Theory of Corrective.

A course for students majoring in Physical Education, in the theory of muscle-building and correcting of remedial defects in posture, such as kyphosis, lordosis, scoliosis, flat feet. It prepares the student to do the practical work of the clinic.

Text: Lovett, *Lateral Curvature*.

Two periods a week for the first quarter.

PHYSICAL EDUCATION 322. Physiology of Exercise.

A study of the vital organs of the body and their re-actions to certain emotional stimuli as fear, anger, pain, and especially to the various types of exercises. The theory of "training," of fatigue and exhaustion.

Text: McCurdy, Cannon and McKenzie.

Two periods a week for the second quarter.

PHYSICAL EDUCATION 323. Camp Craft.

History and origin of campfire and scouting organizations. Instruction in methods of conducting hikes, building camp-fires, trail-breaking, primitive camping, etc.

Text: Eirl's Scout Hand Book.

Three periods a week for the third quarter.

PHYSICAL EDUCATION 331-332-333. Practical Work.

A course for students majoring in physical education. It includes instruction in all of the skills and activities used in physical education, emphasizing both playing and coaching ability in such athletics and games as hockey, tennis, baseball, basketball, swimming, track and field, and ability in performing and instructing folk and clog dances and especially interpretive dancing. Emphasis is laid on good posture, and some work in advanced marching tactics and posture exercises is given. In addition good performance on heavy apparatus such as rings, stall-bars, and the horse is required.

Four periods a week for the session.

FOURTH YEAR

PHYSICAL EDUCATION 401-402-403. Supervised Recreation.

A course designed for the recreation of Seniors. It includes athletics so the seniors will be prepared to compete in team activities. The idea in this course is to allow the seniors as much option as possible and to permit them to choose a part of the activities so they may participate in those for which they are best suited. By their wish interpretive dancing was given last year as one of the events included in the course.

Two periods a week for the session.

PHYSICAL EDUCATION 411-412-413. Corrective Clinic.

A course for Seniors who have finished the Theory of Corrective. Here the student is given opportunity to make examinations, to detect abnormalities, such as scoliosis, lordosis, falling arches, etc., and to supervise the individual exercises prescribed for individual cases.

Two periods a week for the session.

PHYSICAL EDUCATION 421. Playground and Theory of Play.

This is a course in the psychology of play, its value in a school and community life, and the methods of teaching games and conducting a playground. The types of games are classified and simple games are taught in the group under supervision.

Text: Bowen and Mitchell's "The Theory of Play."

Two periods a week for the first quarter.

PHYSICAL EDUCATION 422-423. Pageantry.

A course in the production of pageants and school festivals. Drama is traced from its roots among the ancient tribes, and a general survey is made of this field. The technique of working out pageants is given and the pupils write an original pageant, after which practice in pageant production is given by staging one.

Text: Mary Russell's "How to Produce Plays and Pageants," Bates and Orr's "Pageants and Pageantry," Linwood Taft's "Pageantry."

Two periods a week for the second and third quarters.

PHYSICAL EDUCATION 431-432-433. Practical Work.

A continuation of the former work for physical education majors, giving more advanced work, and stressing the coaching side. Practice in teaching marching tactics, and handling a group is stressed, and opportunity given for teaching response commands. Coaching of underclassmen and teaching of dancing is a part of the requirement.

Four periods a week for the session.

PHYSICAL EDUCATION 441. Physical Diagnosis and Preventive Medicine.

This course aims to give the student a knowledge of the symptoms of the most common diseases, the purpose of physical examination and measurement, equipment needed, records, history cards. Physical efficiency tests are studied and conducted by student.

Text: Boyd, Preventive Medicine.

Three periods a week for the first quarter.

PHYSICAL EDUCATION 442. Advanced Hygiene.

A course in home, community, and school hygiene. Special emphasis is placed on methods of organizing a School Health Program, and the Teaching of Hygiene in the Grades. This course covers the West Law requirements.

Three periods a week for the second quarter.

PHYSICAL EDUCATION 443. Construction and Equipment.

The construction of playgrounds, tennis courts, gymnasiums, swimming pools, etc., and the installation and care of all equipment pertaining to them.

Two periods a week for the third quarter.

HEALTH EDUCATION**HEALTH EDUCATION 101-103. Health Education—Hygiene and Physical Inspection.**

The emphasis upon the principles of hygiene and sanitation. The human body and its functions. The growing child in the

school-room; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; preventive medicine and first aid.

Three periods a week for the first quarter. Repeated for the third quarter.

HEALTH EDUCATION 202. Hygiene and Physical Inspection.

Same as Health Education 101-103.

Three periods a week for the second quarter.

COMMERCIAL EDUCATION

The purpose of the courses in Commercial Education is to train teachers of commercial subjects. It includes not only subject-matter and business training, supplemented by practical business experience, but also courses in methods of teaching commercial subjects in the high school, and practice teaching.

FIRST YEAR

COMMERCIAL EDUCATION 102-103. Bookkeeping.

The basic principles of bookkeeping are presented and emphasized by concrete drill. The subject-matter includes the theory of debits and credits; journalizing and posting; use of special journals, such as sales book, purchases book and cash book; the balance sheet, profit and loss statement and closing entries.

Four periods a week for the second and third quarters.

COMMERCIAL EDUCATION 111-112-113. Shorthand— Gregg Shorthand.

In this course the principal work is the mastery of the principles of the system as outlined in the Manual and in Gregg Speed Studies. Particular emphasis is placed upon correct outlines and the application of the principles in efficient word-building. At the end of the year students are expected to write from dictation at the rate of sixty words a minute, and to transcribe from shorthand notes.

Five periods a week for the session.

COMMERCIAL EDUCATION 121-122-123. Typewriting.

The first quarter of the typewriting course is devoted to the development of the proper technique and a thorough mastery of the keyboard. Students are taught the various parts of the typewriter and the care of the machine. During the third quarter speed tests are given each week, and the following subjects are taught: arrangement of business letters, making carbon copies, addressing envelopes, centering, tabulating, etc.

Five periods a week for the session.

A fee of one dollar (\$1.00) a quarter is charged to take care of materials and depreciation of equipment.

SECOND YEAR**COMMERCIAL EDUCATION 201-202-203. Accounts.**

This course provides for a study of partnership and corporation problems, including the conversion of partnerships into corporations. The opening of books for different types of enterprises is considered, together with problems of valuation, depreciation, surplus, reserves, and manufacturing costs. Special attention is given to financial statements and reports. Ample laboratory practice is provided throughout the course.

Three periods a week for the session.

COMMERCIAL EDUCATION 211-212-213. Shorthand.

The aim of this course is to develop the shorthand speed of the student. Emphasis is placed upon the development of a shorthand vocabulary. The course includes review of the principles, with special attention to phrasing and the rapid execution of word signs. The greater part of the time is devoted to dictation of varied types of matter. Daily transcripts are required.

Five periods a week for the session.

COMMERCIAL EDUCATION 221-222-223. Typewriting.

Emphasis is placed upon the development of speed, with accuracy. Transcription of shorthand notes forms an essential part of the work. In addition, much practice is afforded in tabulating, legal work, business forms, etc. The use of copying machines is introduced. The work in typewriting, as well as in shorthand, is made to conform as much as possible to actual office conditions. Standard speed tests are given weekly.

Five periods a week for the session.

A fee of one dollar (\$1.00) a quarter is charged to take care of materials and depreciation of equipment.

THIRD YEAR

COMMERCIAL EDUCATION 301. Office Management.

The principles of organization as manifested in office problems form the basis of this course. Such questions as layout, equipment, administration, standardization of requirements, and control of different departments are given a place. The office as the administrative function of business is emphasized. The primary purpose of the course is to introduce the student to the work of the office as a whole as related to the other functions of the firm and as governing all the actual business details. It prepares the student for the actual office work as outlined in the two following courses.

Three periods a week for the first quarter.

COMMERCIAL EDUCATION 302. Secretarial Procedure.

This course aims to give the equivalent of actual experience in the business office, and to familiarize the student with the details of office work. All the general principles relating to secretarial procedure as an outgrowth of the course in Office Management are included. Special attention is given to such matters as personnel in the office, individual responsibility, general attitude, confidential affairs, and the relation of secretarial work to other phases of office work. Qualifications and necessary training of the secretary receive proper emphasis. The main purpose of the course is to stress details of secretarial work and the necessary equipment of secretarial employees.

Two periods a week for the second quarter.

COMMERCIAL EDUCATION 303. Office Training.

Through the co-operation of the business men in the city of Fredericksburg, an opportunity is given to the students to obtain practical experience in the business offices of the city under the supervision of the commercial teacher-training department.

Six periods a week for the third quarter.

COMMERCIAL EDUCATION 311. Principles of Commercial Education.

This course provides for a general survey of the field of Commercial Education with particular attention to its historical development in the United States. The growth of commercial education in response to a definite demand on the part of public

school patrons is noted. Special investigations, surveys, reports, findings, and readings are required. The needs of the curriculum with reference to commercial education are studied, with special stress on the commercial curriculum in Virginia schools. Methods of commercial teaching have a part in this course.

Two periods a week for the first quarter.

COMMERCIAL EDUCATION 312. **Commercial Law.**

This is largely an inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credits, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate.

Three periods a week for the second quarter.

COMMERCIAL EDUCATION 313. **Shorthand and Typewriting.**

This is an advanced course in shorthand and typewriting, a continuation of Second-Year shorthand and typewriting, with the object of securing increased speed and facility in taking dictation and transcribing.

Five periods a week for the third quarter.

A fee of one dollar (\$1.00) a quarter is charged to take care of materials and depreciation of equipment.

FOURTH YEAR

COMMERCIAL EDUCATION 401. **Principles of Advertising.**

This is a study of advertising in its relation to modern business activities. It includes a general survey of the various departments of advertising work, including the most important principles entering into the writing of copy, with practice in their application together with analysis of typical illustrative specimens. Various kinds of marketing problems are also studied from the advertising standpoint and copy constructed to fit the requirements. Special attention is given to newspapers, magazines, and other media of advertising.

Three periods a week for the first quarter.

COMMERCIAL EDUCATION 402. Money and Banking.

This course aims to give the student a knowledge of the principle forms of money and credit in current use, and the fundamental principles of banking. A study of the various forms of banking institutions is included.

Three periods a week for the second quarter.

COMMERCIAL EDUCATION 403. Business Organization and Management.

This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals.

Three periods a week for the third quarter.

COMMERCIAL EDUCATION 411-412. Advanced Accounting.

The accounting process, with relation of the function of accounting and accounting procedure, forms the basis of this course. The objectives of accounting and the interpretation of accounting reports are particularly stressed. The form, use, and value of the Working Sheet are emphasized. The construction of the Balance Sheet and Profit and Loss Statement, with particular attention to the classification and grouping of accounts, is an important part of the course. The purpose of accounting records, together with the many forms in use, is studied. Sundry accounting methods are taken up, including the voucher method of accounting for purchases, accounting for inventories, accounting for securities, etc. Cost Accounting is developed. The course treats of the accounting process with relation more specifically to the corporate form of business organization. Methods of teaching are discussed.

Three periods a week for the first and second quarters.

COMMERCIAL EDUCATION 413. Shorthand and Typewriting.

This course is a continuation of Shorthand-Typewriting 313 and is designed to give speed in taking dictation and transcribing.

Five periods a week for the third quarter.

A fee of one dollar (\$1.00) is charged to take care of materials and depreciation of equipment.

Two-Year Class of 1926-27

PRIMARY AND GRAMMAR GRADES

Apperson, Mary	Jett, Laura
Bailey, Eugenia	Jones, Bertha
Bailey, Grace	Kidwell, Ola Mae
Barber, Beatrice	Kilmon, Rosalie
Bayto, Genevieve	Lacy, Virginia
Birchett, Judith	Lawrence, Margaret
Blanton, Nancy	Leathers, Margruette
Blick, Margarette	Levy, Sara
Bradshaw, Dorothy	Lillaston, Marie
Branch, Margaret	
Breeden, Ila	McCallick, Margaret
Brewer, Margaret	Madison, Ethel
Briel, Marion	Matthews, Ernestine
Brothers, Marguerite	McPhail, Frances
Burgess, Virginia	Mitchell, Amy
Cadot, Elizabeth	Mitchell, Olive
Campbell, Jessie	Morris, Willie
Clift, Virginia	Morrison, Eva
Cole, Thelma	
Colvin, Eleanor	Nissinen, Aili
Crittenden, Rebecca	
Dameron, Otelia	Pearson, Mary Winder
Davis, Lois	Peck, Lillian
Daniel, Ethel	Persons, Eula
Delk, Marion	
Diedrich, Mary	Rice, Annie
Duff, Hazel	Riggin, Helen
	Rives, Lois
Eubank, Frances	Roadcap, Ruceille
	Robertson, Eurith
Fisher, Grace	Robinson, Cornelia
Floyd, Dare	
Freeman, Leonora	Satchell, Bessie L.
Gladstone, Thelma	Scholl, Alzada
Gochenour, Lena	Sear, Naomi
Godsey, Doris	Segar, Ann
Gooch, Elizabeth	Sizer, Kathleen
Graff, Lillian	Stephenson, Wortley
Graves, Alyce	Stewart, Margaret
Greene, Alice	Stringfield, Annis
Griffin, Edna	Stump, Gertrude
Griffin, Louise	
Griffin, Virginia	Tankard, Anne

Griffin, Lucille	Thomas, Catherine
Hackney, Katharine	Thomas, Hallie
Hall, Marjorie	Thomas, Missouri
Harman, Jessie	Vaughan, Molly
Harmon, Margaret	Walder, Lucille
Hastings, Katharyne	White, Erma
Haydon, Catherine	Williams, Mrs. Cecil R.
Haynie, Leah	Williams, Gladys
Hogg, Elizabeth	Willis, Annie
Hopkins, Hortense	Wiltshire, Ethel
Horton, Mrs. Vera	Wray, Marguerite
Hudgins, Elizabeth	

FOURTH YEAR B. S. DEGREE

Anderson, Emeline	Herriott, Glendora
Bassett, Betsy	Hobson, Lucy
Billingsley, Lucy	Johnson, Lena
Brauer, Hilda	Marsh, Phronsie
Childress, Dorothy	McLaughlin, Cecelia
Chiles, Mary	McLaughlin, Mary J.
Crismond, Elizabeth	Micks, Katharine
Cunningham, Anne Lee	Moore, Willie Mae
Diggs, India	Musselman, Virginia
Early, Elizabeth	Perry, Catherine
Ellison, Julia	Sanford, Eleanor
Fox, Ellen	Snyder, Mary A.
Frazier, Virginia	Spillman, Mary Alice
Giannotti, Grace	Squire, Jessie
Gillet, Gladys Drysdale	Wells, Cora
Gray, Nannie Warren	Wood, Bernice

POST-GRADUATE

John McCorkle Ruff

Register of Professional Students

SESSION 1926-1927

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Allen, Carrie	Mundy Point	Northumberland
Allen, Elizabeth	Blanton	Caroline
Alsop, Nellie	Rayo	Spotsylvania
Anderson, Emeline	Powcan	King & Queen
Andrews, Louise	Rexburg	Essex
Apperson, Mary Jane	Culpeper	Culpeper
Armstrong, Elizabeth	Warner	Middlesex
Atkins, Emily	Dunnsville	Essex
Ayers, Ethel	Accotink	Fairfax
Bagley, Bessie	Gary	Lunenburg
Bailey, Eugenia	Kinsale	Westmoreland
Bailey, Grace	Kinsale	Westmoreland
Barber, Beatrice	Richmond	Henrico
Barnes, Garnette	Coan	Northumberland
Barnette, Fanny	Barnetts	Charles City
Bassett, Betsy	Norfolk	Norfolk
Bates, Thelma	Norfolk	Norfolk
Bayto, Genevieve	Newport News	Warwick
Beloate, Elizabeth	Pungoteague	Accomac
Belote, Grace	Melfa	Accomac
Belote, Hilda T.	Onancock	Accomac
Bennett, Havilah	Cape Charles	Northampton
Berson, Gitt Lee	Portsmouth	Norfolk
Biddlecomb, Florence	Reedville	Northumberland
Billingsley, Bettie	Fredericksburg	Spotsylvania
Billingsley, Lucy	Lignum	Culpeper
Billups, Linda	Church View	Middlesex
Birchett, Judith	Hopewell	Prince George
Blanton, Nancy	Newport News	Warwick
Bledsoe, Mary Byrd	Locust Grove	Orange
Blick, Margaret	Richmond	Henrico
Booth, Lina	Portsmouth	Norfolk
Boughan, Mildred	Kino	Essex
Bouman, Rachel	School	Henrico
Bradford, Viola	Keller	Accomac
Bradshaw, Dorothy	Windsor	Isle of Wight
Branch, Margaret	Newport News	Warwick
Brangan, Beatrice	Portsmouth	Norfolk
Brann, Susie	Village	Northumberland
Bray, Mildred	Nathalie	Halifax
Brauer, Hilda	Fredericksburg	Spotsylvania
Breeden, Ila	Manassas	Prince William
Brewer, Margaret	Fredericksburg	Spotsylvania
Briel, Marion	Richmond	Henrico

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Brittle, Lizzie.....	Chase City.....	Mecklenburg
Broadbuss, Linda.....	Bowling Green.....	Caroline
Broadbuss, Margaret.....	Smoots.....	Caroline
Brockley, Gertrude.....	Hampton.....	Elizabeth City
Brooks, Lois.....	Bowling Green.....	Caroline
Brothers, Marguerite.....	Elizabeth City.....	North Carolina
Brown, Cecily.....	The Plains.....	Fauquier
Brown, Lessie.....	Holland.....	Nansemond
Brown, Ruth.....	Portsmouth.....	Norfolk
Bruce, Emily.....	Leon.....	Madison
Bryan, Urla.....	Norfolk.....	Norfolk
Burgess, Virginia.....	Capron.....	Southampton
Butler, Annie.....	Scottsville.....	Albemarle
Buxton, Mary Byrd.....	Newport News.....	Warwick
Cadot, Elizabeth.....	Fredericksburg.....	Spotsylvania
Cain, Lucile.....	Cochran.....	Brunswick
Callis, Mary.....	Matthews.....	Matthews
Campbell, Jessie.....	Newport News.....	Warwick
Carneale, Doris.....	Fredericksburg.....	Spotsylvania
Carpenter, Ferne.....	Orange.....	Orange
Carter, Marion.....	Rectortown.....	Fauquier
Castine, Mary.....	Portsmouth.....	Norfolk
Childress, Dorothy.....	South Boston.....	Halifax
Chiles, Mary.....	Fredericksburg.....	Spotsylvania
Chilton, Mariana.....	Lakota.....	Culpeper
Christian, Duval.....	Atlanta.....	Georgia
Clark, Mary D.....	Walnut Point.....	Northumberland
Clarke, Mary M.....	Barboursville.....	Orange
Clarke, Myrtle.....	Lively.....	Lancaster
Clift, Virginia.....	Fredericksburg.....	Spotsylvania
Coe, Elizabeth.....	Fredericksburg.....	Spotsylvania
Cohn, Ethel.....	Ocean View.....	Norfolk
Cole, Thelma.....	Lynchburg.....	Campbell
Coleman, Elizabeth.....	Hampton.....	Elizabeth City
Colvin, Eleanor.....	Culpeper.....	Culpeper
Conn, Eva.....	Newport News.....	Warwick
Cook, Emma.....	Hampton.....	Elizabeth City
Cook, Mrs. Roy.....	Charlottesville.....	Albemarle
Costenbader, Ellen.....	Claremont.....	Surry
Courtney, Clayton.....	Millers Tavern.....	Essex
Crawford, Wilda.....	Waynesville.....	North Carolina
Creech, Mildred.....	Selma.....	North Carolina
Crismond, Elizabeth.....	Spotsylvania.....	Spotsylvania
Crittendon, Rebecca.....	Catlett.....	Fauquier
Croasdale, Starr.....	Palmer.....	Lancaster
Cropp, Elizabeth.....	Massaponax.....	Spotsylvania
Cross, Laura.....	Waxpool.....	Loudon
Croxton, Alice Brook.....	Jamaca.....	Middlesex
Crowe, Bernice.....	Ellerson.....	Hanover
Cunningham, Anne.....	Fredericksburg.....	Spotsylvania
Dalton, Carrie.....	Suffolk.....	Nansemond
Dameron, Otelia.....	Mila.....	Northumberland
Daniel, Ethel.....	Jamaca.....	Middlesex
Darter, Mrs. Leila.....	Tichomingo.....	Oklahoma

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Daugherty, Le Claire.....	S. Richmond.....	Henrico
Davis, Helen.....	White Stone.....	Lancaster
Davis, Janice.....	Wilmington.....	North Carolina
Davis, Lois.....	Newport News.....	Warwick
Davis, Louise.....	Sweet Hall.....	King William
Dawson, Maria.....	Deep Run.....	North Carolina
Decker, Elizabeth.....	Cappahosic.....	Gloucester
Deibert, Esther.....	Norfolk.....	Norfolk
Delk, Marion.....	Newport News.....	Warwick
Dickinson, Ella M.....	Fredericksburg.....	Spotsylvania
Dickinson, Mary.....	Fredericksburg.....	Spotsylvania
Dickinson, Susan.....	Fredericksburg.....	Spotsylvania
Dickert, Rebecca.....	Appalachia.....	Wise
Diedrich, Mary.....	Waverly.....	Sussex
Diggs, India.....	Portsmouth.....	Norfolk
Diggs, Margaret.....	Portsmouth.....	Norfolk
Dobyns, Mary.....	Cowart.....	Northumberland
Doggett, Eleanor.....	Tazewell.....	Tazewell
Doughtie, Jessie.....	Franklin.....	Southampton
Dreifus, Henrietta.....	Alexandria.....	Arlington
Dreifus, Teckla.....	Alexandria.....	Arlington
Duff, Hazel.....	Ruckersville.....	Greene
Dunaway, Elizabeth.....	Merry Point.....	Lancaster
Dunkum, Carrie.....	Portsmouth.....	Norfolk
Dunn, Mary Louise.....	Fredericksburg.....	Spotsylvania
Durkin, Elizabeth.....	Tuxedo Park.....	New York
Durrer, Mary Corinne.....	Ruckersville.....	Greene
Dwyer, Hallie.....	Elkwood.....	Culpeper
Early, Elizabeth.....	Wolfstown.....	Madison
Edmondson, Katherine.....	Halifax.....	Halifax
Edwards, Blanche.....	Edwardsville.....	Northumberland
Edwards, Edna.....	Edwardsville.....	Northumberland
Edwards, Frances.....	Edwardsville.....	Northumberland
Elam, Mary.....	Baskerville.....	Mecklenburg
Ellerton, Gertrude.....	Norfolk.....	Norfolk
Ellison, Julia M.....	Claremont.....	Surry
Embrey, Elizabeth.....	Fredericksburg.....	Spotsylvania
Eubank, Frances.....	Norfolk.....	Norfolk
Evans, Virginia.....	Laneview.....	Essex
Ewan, Elizabeth.....	Newport News.....	Warwick
Feinswog, Felicia.....	Elizabeth.....	New Jersey
Fields, Clayton.....	Wicomico.....	Gloucester
Figuly, Emily.....	Quenton.....	New Kent
Fisher, Grace.....	Edenton.....	North Carolina
Fleenor, Eunice.....	Grundy.....	Buchanan
Floyd, Dare.....	Glen Allen.....	Henrico
Forkner, Virginia.....	Atlee.....	Hanover
Fox, Ellen.....	Newport News.....	Warwick
Freeman, Leonora.....	Jeffs.....	York
Freeman, Mable.....	Newport News.....	Warwick
Frazier, Virginia.....	Graham.....	Tazewell
French, Edna.....	Roseville.....	Stafford
Friend, Caroline.....	Drakes Branch.....	Charlotte
Fry, Rhoda.....	Highland Springs.....	Henrico

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Gallagher, Beatrice	Warsaw	Richmond
Gardner, Virginia	Alexandria	Arlington
Garner, Charlotte	Callao	Northumberland
Garnett, Louise	Fredericksburg	Spotsylvania
Giannotti, Grace	Hampton	Elizabeth City
Gillet, Gladys Drysdale	Newport News	Warwick
Gladstone, Thelma	Exmore	Northampton
Gochenour, Lena	Elkton	Rockingham
Godsey, Doris	Nandua	Accomac
Golay, Helen	Rhoadesville	Orange
Golay, Wilmoth	Rhoadesville	Orange
Gooch, Elizabeth	Cradock	Norfolk
Goodloe, Kathleen	Fredericksburg	Spotsylvania
Goodman, Frances	Beaverdam	Hanover
Goodwin, Marjorie	Wilmington	North Carolina
Gordon, Louise	Stafford	Stafford
Gouldman, Cora Bruce	Honers	Westmoreland
Gouldman, Virginia	Fredericksburg	Spotsylvania
Graff, Lillian	Newport News	Warwick
Graves, Alyce	Lahore	Orange
Gray, Nannie Warren	Fredericksburg	Spotsylvania
Gray, Nellie	Woodford	Caroline
Greene, Alice	Northside	North Carolina
Greene, Alma	Churchview	Middlesex
Greene, Cynthia	Charlotte C. H.	Charlotte
Greenlaw, Susie	Fredericksburg	Spotsylvania
Griffin, Edna	Norfolk	Norfolk
Griffin, Louise	Parris Island	South Carolina
Griffin, Lucille	Parris Island	South Carolina
Griffin, Virginia	Norfolk	Norfolk
Grinnan, Susie	Fredericksburg	Spotsylvania
Guild, Christian	Dabneys	Louisa
Gurley, Louise	Suffolk	Nansemond
Gurley, Gwendolyn	Suffolk	Nansemond
Hackney, Katherine	Moncure	North Carolina
Hall, Marjorie	Edgeston	Brunswick
Hardy, Frances	Stony Creek	Sussex
Harmon, Jessie	Dolphin	Brunswick
Harmon, Margaret	Melfa	Accomac
Harris, Dorothy	Spotsylvania	Spotsylvania
Harris, Mary P.	Rocky Mount	North Carolina
Harrison, Elizabeth	Deal	Prince George
Hastings, Katherine	Emporia	Greensville
Hayden, Arnette	Callao	Northumberland
Haydon, Katherine	Urbanna	Middlesex
Haynes, Jessie	Winchester	Frederick
Haynes, Lucille	Matthews	Matthews
Haynie, Leah	Reedville	Northumberland
Haynie, Zula	Lilian	Northumberland
Headley, Allene	Callao	Northumberland
Healy, Minnie Byrd	Montross	Westmoreland
Heintzman, Mary	Chester	Chesterfield
Henderson, Edna	White Stone	Lancaster
Herndon, Adelaide	Fredericksburg	Spotsylvania
Herriott, Glendora	Romny	West Virginia

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Hobson, Lucy.....	Dendron.....	Sussex
Hodsdon, Joan.....	Portsmouth.....	Norfolk
Hogan, Anne.....	Keysville.....	Charlotte
Hogg, Elizabeth.....	West Point.....	King William
Holland, Caroline.....	Holland.....	Nansemond
Holland, Elizabeth.....	Cheriton.....	Northampton
Holland, Mary B.....	Holland.....	Nansemond
Hopkins, Hortense.....	Wilmington.....	North Carolina
Horton, Mrs. Vera.....	Buckner.....	Louisa
Houchens, Virginia Dare.....	Lee Hall.....	Warwick
Houchins, Gladys.....	West View.....	Goochland
Hudgins, Elizabeth.....	Blakes.....	Matthews
Hughes, Sadie.....	Quantico.....	Prince William
Hundley, Annette.....	Coan.....	Northumberland
Hurlock, Annis.....	Locust Grove.....	Orange
Ingram, Gazelle.....	Hardyville.....	Middlesex
Jack, Elizabeth.....	Newport News.....	Warwick
Jenkins, Grace.....	Hamilton.....	Loudoun
Jernigan, Ethel.....	Newport News.....	Warwick
Jett, Laura.....	Reedville.....	Northumberland
Johnson, Frances.....	Fredericksburg.....	Spotsylvania
Johnson, Lena.....	Woodford.....	Caroline
Johnson, Margaret.....	Fletcher River.....	North Carolina
Jones, Bertha.....	Broadnax.....	Brunswick
Jones, Deronda.....	Newport News.....	Warwick
Keeling, Dorothy.....	Keysville.....	Charlotte
Kenney, Mrs. Wilda.....	Farmville.....	Prince Edward
Keyser, Annie.....	Mineral.....	Louisa
Kidwell, Ola Mae.....	Burkeville.....	Nottoway
Kilmon, Rosalie.....	Greenbush.....	Accomac
Kirkpatrick, Lucille.....	Kents Store.....	Fluvanna
Kyle, Rosalie.....	Hampton.....	Elizabeth City
Lacy, Virginia.....	Scottsburg.....	Halifax
Lacy, Virginia Winn.....	Rocky Mount.....	North Carolina
Lawrence, Margaret.....	Norfolk.....	Norfolk
Lawrence, Margaret.....	New Bern.....	North Carolina
Leacock, Rebecca.....	Fredericksburg.....	Spotsylvania
Leathers, Margruette.....	Windsor.....	Isle of Wight
Lee, Inez.....	Index.....	King George
Levy, Sara.....	Suffolk.....	Nansemond
Lewis, Alice.....	Village.....	Northumberland
Lillaston, Marie.....	Gloucester Point.....	Gloucester
Long, Hazel.....	Newport News.....	Warwick
Luckham, Herthell.....	Wiems.....	Lancaster
Lunsford, Mary.....	Monterey.....	Highland
McCallick, Margaret.....	Salem.....	New Jersey
McCarthy, Christine.....	Lynchburg.....	Campbell
McCullough, Nathalie.....	Fairport.....	Northumberland
McKenney, Helen.....	Fredericksburg.....	Spotsylvania
McLaughlin, Cele.....	Lynchburg.....	Campbell
McLaughlin, Mary.....	Lynchburg.....	Campbell

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
McPhail, Frances.....	Richmond.....	Henrico
Madison, Ethel.....	Newtown.....	King & Queen
Maney, Zella.....	Newport News.....	Warwick
Marsh, Phronsie.....	Lynchburg.....	Campbell
Martin, Elizabeth.....	Hampton.....	Elizabeth City
Martin, Fay.....	Mullins.....	South Carolina
Mason, Elizabeth.....	Baskerville.....	Mecklenburg
Matthews, Ernestine.....	Cradock.....	Norfolk
Mears, Cordelia.....	Painter.....	Accomac
Mejia, Carmen.....	Norfolk.....	Norfolk
Melton, Virginia.....	Fredericksburg.....	Spotsylvania
Mentzer, Louise.....	Lovettsville.....	Loudoun
Micks, Katharine.....	Spotsylvania.....	Spotsylvania
Millard, Louise.....	Vienna.....	Fairfax
Minor, Elizabeth.....	Biscoe.....	King & Queen
Mitchell, Amy.....	Waldrop.....	Louisa
Mitchell, Doris.....	Skippers.....	Greensville
Mitchell, Frances.....	West Point.....	King William
Mitchell, Olive.....	Willis Wharf.....	Northampton
Moore, Jessie.....	St. Stephens Church.....	King & Queen
Moore, Willie Mae.....	Bristol.....	Tennessee
Morris, Willie.....	Newport News.....	Warwick
Morrison, Eva.....	Reedville.....	Northumberland
Moser, Julia Alloway.....	Mitchells.....	Culpeper
Mothershead, Louise.....	Return.....	Caroline
Motley, Lucy Mae.....	Mabelton.....	Hanover
Musselman, Virginia.....	Danville.....	Pittsylvania
Neblett, Anna.....	Kenbridge.....	Lunenburg
Neblett, Ann.....	Meredithville.....	Brunswick
Nelson, Shasta.....	Fort Monroe.....	Elizabeth City
Nicol, Mary.....	Manassas.....	Prince William
Nissinen, Aili.....	Portsmouth.....	Norfolk
Noa, Irene.....	Quantico.....	Prince William
Norman, Louise.....	Biscoe.....	King & Queen
Norris, Flora.....	Kilmarnock.....	Lancaster
Nottingham, Lila Lee.....	Cape Charles.....	Northampton
Nussey, Mary.....	Colonial Beach.....	Westmoreland
Nye, Ruby.....	Capahosic.....	Gloucester
Oakley, Virginia.....	Phoebus.....	Elizabeth City
Orrock, Margaret.....	Fredericksburg.....	Spotsylvania
Pancoast, Virginia.....	Fredericksburg.....	Spotsylvania
Parker, Woodard.....	Emporia.....	Greensville
Parker, Etta Mae.....	Keller.....	Accomac
Parleir, Sadie.....	Buckner.....	Louisa
Parsley, Virginia.....	State Farm.....	Goochland
Passagaluppi, Frankie.....	Tappahannock.....	Essex
Pearson, Mary W.....	Norfolk.....	Norfolk
Peck, Lillian.....	Newport News.....	Warwick
Pemberton, Elizabeth.....	Fredericksburg.....	Spotsylvania
Pendleton, Grace.....	Elizabeth City.....	North Carolina
Perry, Altwater.....	Spotsylvania.....	Spotsylvania
Perry, Catherine.....	Fredericksburg.....	Spotsylvania
Persons, Eula.....	Windsor.....	Isle of Wight

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Pettus, Dorothy	Edenton	North Carolina
Phillips, Margaret	Melfa	Accomac
Pittman, Rebecca	Regina	Lancaster
Pond, Dorothy	Wakefield	Sussex
Pope, Ruth	Cradock	Norfolk
Porter, Ruth	Portsmouth	Norfolk
Potter, Helen	Emmerton	Richmond
Pullen, Anne	Cleo	South Carolina
Puller, Rhoda	Lauraville	Caroline
Quinn, Margaret	Hampton	Elizabeth City
Ransone, Anne	Dunnsville	Essex
Ray, Pauline	Moncure	North Carolina
Reynolds, Grace	Hyacinth	Northumberland
Rhea, Irene	Mobjack	Matthews
Rhoads, Stella	Rhoadesville	Orange
Ribble, Frances	Petersburg	Dinwiddie
Rice, Annie	Portsmouth	Norfolk
Rice, Sara Frances	Clifton Forge	Alleghany
Richardson, Loretta	Weather Bureau	Norfolk
Riggin, Helen	Willis Wharf	Northampton
Righter, Bertha	Newport News	Warwick
Rives, Lois	Newport News	Warwick
Roadcap, Ruceille	Clifton Forge	Alleghany
Roane, Nancy	Gressitt	King & Queen
Roberts, Ruth	Oak Grove	Westmoreland
Robertson, Eurith	Sunnybank	Northumberland
Robinson, Cornelia	Reager	Rappahannock
Robinson, Evelyn	Alexandria	Arlington
Rogers, Ethel	Freeman	Brunswick
Rowe, Mary	Heathsville	Northumberland
Ruff, John	Fredericksburg	Spotsylvania
Russell, Agnes	Drakes Branch	Charlotte
Russell, Blanche	Fredericksburg	Spotsylvania
Sadler, Gertrude	Dixie	Matthews
Sanford, Eleanor	Fredericksburg	Spotsylvania
Satchell, Bessie	Newport News	Warwick
Savage, Gertrude	Larchmont	Norfolk
Scales, Carey	Gretna	Pittsylvania
Scales, Elizabeth	Bridgetown	North Carolina
Scholl, Alzada	Norfolk	Norfolk
Scott, Fanny D.	Fredericksburg	Spotsylvania
Scott, Florence	Fredericksburg	Spotsylvania
Sear, Naomi	Hampton	Elizabeth City
Segar, Ann	Hampton	Elizabeth City
Self, Gertrude	Sharps	Richmond
Shank, Elizabeth	Richmond	Henrico
Sharpe, Thelma	Waverly	Sussex
Shaul, Margaret	Newport News	Warwick
Shell, Shirley	Hampton	Elizabeth City
Simkins, Anne	Hampton	Elizabeth City
Simpson, Frances	Moncure	North Carolina
Sinclair, Marjorie	New Orleans	Louisiana
Sisson, Edna	Remo	Northumberland

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Sisson, Leavelle.....	Winston-Salem.....	North Carolina
Sizer, Kathleen.....	Hewlett.....	Hanover
Smelley, Lottie.....	LaCrosse.....	Mecklenburg
Smith, Cora Lee.....	Farnham.....	Richmond
Smith, Dorothy.....	Hampton.....	Elizabeth City
Snead, Edith.....	Rockville.....	Hanover
Snead, Helen.....	Halifax.....	Halifax
Snow, Bobbie.....	Remo.....	Northumberland
Snyder, Mary.....	Shiloh.....	King George
Soles, Josephine.....	Dutton.....	Gloucester
Spillman, Mary Alice.....	Index.....	Westmoreland
Spindle, Lelia.....	Hustle.....	Essex
Squire, Jessie.....	Hampton.....	Elizabeth City
Staples, Gladys.....	Fredericksburg.....	Spotsylvania
Steen, Arline.....	Cradock.....	Norfolk
Stein, Emily.....	Claremont.....	Surry
Stephenson, Wortley.....	Suffolk.....	Nansemond
Stephenson, Marietta.....	Norfolk.....	Norfolk
Stevenson, Mary.....	Richmond.....	Henrico
Stewart, Edna.....	Glen Allen.....	Henrico
Stewart, Margaret.....	Henderson.....	North Carolina
Stewart, Mildred.....	Portsmouth.....	Norfolk
Stone, Claire.....	Goshen.....	Rockbridge
Stoner, Mrs. Violet.....	Fredericksburg.....	Spotsylvania
Straughan, Mary Lee.....	Warsaw.....	Richmond
Stringfield, Annis.....	Dendron.....	Surry
Stump, Mildred Morris.....	Roanoke.....	Roanoke
Stump, Gertrude.....	Portsmouth.....	Norfolk
Sturgis, Leola.....	Painter.....	Accomac
Styne, Edith.....	Buchanan.....	Botetourt
Sweet, Lucille.....	Etna Mills.....	King William
Taliaferro, Daisy.....	Hustle.....	Essex
Tankard, Anne.....	Nassawaddox.....	Northampton
Taylor, Catherine.....	Bowlers.....	Essex
Taylor, Grace.....	Urbanna.....	Middlesex
Thomas, Catherine.....	Moncure.....	North Carolina
Thomas, Hallie.....	Johnson Springs.....	Goochland
Thomas, Jessie Lee.....	Cheriton.....	Northampton
Thomas, Missouri.....	Melfa.....	Accomac
Thomas, Virgie Mae.....	Rochelle.....	Madison
Thornton, Evelyn.....	Courtland.....	Southampton
Tignall, Louise.....	Onancock.....	Accomac
Tremaine, Sybil.....	Wilmington.....	North Carolina
Troland, Julia.....	Fredericksburg.....	Spotsylvania
Van Denburg, Helen.....	Fredericksburg.....	Spotsylvania
Vaughan, Molly.....	Newport News.....	Warwick
Walder, Lucille.....	Chicago.....	Illinois
Walker, Sallie B.....	Oldhams.....	Westmoreland
Watkins, Irene.....	Messick.....	York
Webb, Virginia.....	Pleasant Shade.....	Greensville
Wells, Cora.....	Carson.....	Dinwiddie
Wells, Marguerite.....	Old Point Comfort.....	Elizabeth City
West, Olive.....	Waverly.....	Sussex

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
West, Sallie	Harborton	Accomac
Weston, Virginia	Courtland	Southampton
Weymouth, Bertie	Callao	Northumberland
Weymouth, Nellie	Callao	Northumberland
Wheeler, Lucille	Brokenburg	Spotsylvania
White, Irma	Fredericksburg	Spotsylvania
Whitlock, Nell	Chester	South Carolina
Wilkins, Claudia	Maple Grove	Westmoreland
Whittaker, Lula	Hardings	Northumberland
Wilkins, Nancy	Birds Nest	Northampton
Wilkinson, Dorothy	Lynchburg	Campbell
Williams, Mrs. Cecil	Stony Creek	Sussex
Williams, Gladys	Newport News	Warwick
Willis, Annie	Richmond	Henrico
Wiltshire, Ethel	Highland Springs	Henrico
Wine, Nell	Waynesboro	Augusta
Wingfield, Rachael	Newport News	Warwick
Winstead, Carrie	Callao	Northumberland
Wilson, Hazel	Poquoson	York
Wilson, Mattie	Franktown	Northampton
Wolfe, Gladys	Bristol	Washington
Wood, Bernice	Oxford	North Carolina
Woolfolk, Virginia	Princeton	West Virginia
Worrock, Helen	Phoebus	Elizabeth City
Wray, Marguerite	Hampton	Elizabeth City
Wright, Emily	Molusk	Lancaster
Young, Esther	Patterson Creek	West Virginia
Young, Mary	Unionville	Orange

SUMMARY OF STUDENTS

College Students—Session 1926-27	445
Students—Summer Quarter, 1926	356
Junior High School Students, 1926-27	68
Elementary Training School (College Campus)	158
Elementary Training School (Lee Hill)	52
Elementary Training School (Falmouth)	115

Total receiving instruction through the College 1,194

NOTE: An Alumnae record is kept as a permanent mailing list and our students and alumnae are especially requested to notify us of any change in name or address.

STATE TEACHERS COLLEGE

Fredericksburg, Va.

APPLICATION FOR ADMISSION

WINTER SCHOOL

Date 192...

1. Name.....
2. Age.....
3. Postoffice.....
4. County.....
- (Give street and number)
5. Name of parent or guardian.....
6. Is your health good?.....
7. (a) Do you wish a dormitory room reservation?.....
- (b) Name of preferred roommate.....
8. (a) Do you wish a State scholarship entitling you to free tuition?.....
- (b) Do you promise to teach for two years in the public schools of Virginia?.....
- (c) If so, have the form below signed by your superintendent of schools:
- I hereby recommend.....
- for appointment as a State Scholarship student at the State Teachers College, Fredericksburg, Virginia.
- (Signed).....
- (Superintendent of Schools)

NOTE 1: Before filling this blank read carefully notes on "How to Register," page 41 of catalog.

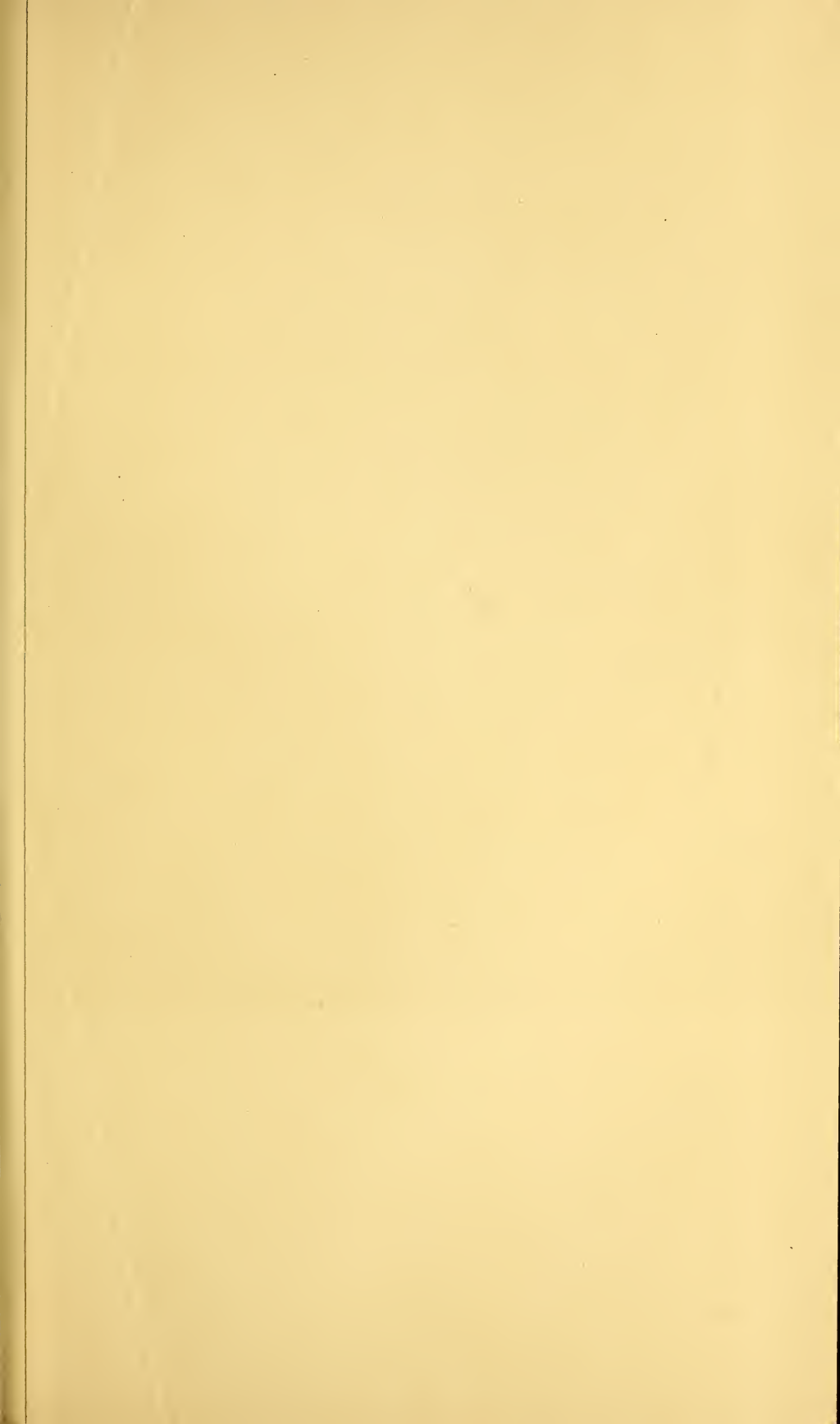
NOTE 2: Superintendent's signature is not required again if recommendation is on file in this college.

NOTE 3: Mail this blank with \$5.00 room reservation fee to

A. B. CHANDLER, JR., PRESIDENT,
Fredericksburg, Virginia.

FOR REGISTRAR'S OFFICE

1. Name.....
2. Address.....
3. What high school did you last attend?.....
4. When did (will) you graduate?.....
5. Name and address of principal.....
6. Do you hold a teachers certificate?.....
7. Its grade.....
8. Have you taught?.....
9. How long?.....
10. Have you attended this college before?.....
11. When?.....
12. Work completed.....
13. Have you attended college elsewhere?.....
14. Where?.....
15. When?.....
16. Are you having your credits sent to us?.....
17. Do you wish us to write for these credits?.....
18. Do you contemplate a two-year course, or a four-year course?.....
19. Indicate as nearly as you can the work you wish to take. (Indicate by courses and group electives. See pages 55 to 63, inc.)
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CAMPUS VIEW, STATE TEACHERS COLLEGE, FREDERICKSBURG, VA

